

**CONTENT ANALYSIS SPEAKING MATERIALS IN ENGLISH
TEXTBOOK BASED ON 2013 CURRICULUM FOR THE FIRST
GRADE STUDENTS AT VOCATIONAL HIGH SCHOOL 4
MAKASSAR**



A Thesis

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ABSTRACT

Name : A. Retno Budiarty N.
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Based on 2013 Curriculum for The First Grade Student at
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This research aimed to analyze Speaking material in English textbook based on 2013 Curriculum for The First Grade Student at Vocational High 4 Makassar.

The research method of this research was qualitative descriptive. The object of this research consists of English textbook and focus with Speaking material for the first grade based on 2013 Curriculum. The sample of the research was taken by using Checklist. To know how the relevancy the English textbook with 2013 curriculum that have been dealing with government. The researcher using 2 checklist *the first* was table to know the relation between speaking material in syllabus of 2013 curriculum and *the second* was table documentary checklist table to know how the relevance of materials to the curriculum criteria, and the result of the research showed by percentages.

Having analyzed the data and the rubric scoring tabulation of this research, it was found that the degree of suitability of "Buku Bahasa Inggris" an English text book used by First grade students of Vocational High School was 75%. The Researcher concluded that the textbook were logic and can be implemented as a learning source in the classroom. Although it still needs some revision to make it better. During the researcher doing this research, actually the researcher does not face a problem, because the researcher just analyzing and collecting the data by checklist so, the researcher could does this research have done.

CHAPTER I

INTRODUCTION

A. Introduction

Language is communication for all people. As a human to interact with other people have to use Language. It proves that in general, human beings are social creatures who need each other. As social human the thing importance of language includes all of the aspects. It means that, language is used for communication. Many languages in the world, each country have a language that use as a local communication for sharing with other people, but there is a one of the most using English language. English is an important means of communication which is used in many countries in the world. English is the most important language because had to be an international language in the world. All of the countries admit it. So that's why the student have to learning English. In English language there are four language skills; listening, speaking, reading and writing. Those four language skills are component in English language, as substance in English Teaching.

Douglas Brown (2004) according to Speaking is a productive skill that can be directly and empirically. It means that speaking one of the most important skill that can support ability in English language, when the researcher want to take this research. The researcher has been interview the teacher at Vocational High School 4 Makassar on April and from that interview had been gotten some information from the teacher, if the weakness of the students is Speaking skills.

The teacher thinks, the students of Vocational High School are preparing for the world of work. It is mean in Vocational High School that main focus on productive skills such as writing and speaking, but it does not mean the English teacher ignore another skills.

Nowdays the Government has changed the 2006 curriculum (KTSP) become the 2013 curriculum (K13). It means that, the teacher have to arrange syllabus that be valid in each school at Indonesia. Textbook that uses by the teacher to teach should be suitable with the syllabus, which can raise the goal of the curriculum that use by the school. Besides that, School Based Curriculum also deals with the four language skills in English, such as; listening, speaking, reading, and writing. In speaking, the Students are able to know and understanding the content of speaking (monologues, prologue, speeches, telling a story and reading aloud).

At Vocational High School has a different about content of a new curriculum from government, because the vocational students have been preparing to face world of work. Actually in 2013 curriculum (K13) does not change too much but just there is a little increasing. In 2013 curriculum there are the main competence, the base competence, capacity learning, lesson and tasks.

In teaching, especially for teachers have to have guidance in teaching, so that can help the teacher to preparing material before the teacher teaches the student in the Classroom. The materials can be finding another media, for example from newspaper, magazines or textbooks. The English teacher should be able to decide whether the contents of the textbook are suitable with the current

curriculum or not. Textbooks are important too for students to prepare and learning process.

Dana F and JohnH (2005) state textbooks are so pervasive in educational systems throughout the world. Indeed, textbooks provide the backbone for the courses many educators teach. Teaching learning process needs Textbook to be guidance. Textbook consists of many procedure, activities and material that used in learning process.

Textbook also can define, as a book prepared for students in teaching learning process. A good textbook should be relevant with the curriculum and can support the implementation of curriculum. So it is important for the teacher to select and to analyze the contents of English textbook.

In short Lestari in Pusporini(2009) Stated that content analysis concerns real phenomena or real situation. The meaning above shows that content analysis applicable to various studies especially language learning.

B. Research problem

To what extent the speaking materials in English textbook for The First Grade Students of Vocational high school 4 Makassar meet the aspect of the contents suggested by syllabus of curriculum 2013?

C. Research objective

To describe whether the speaking materials in English textbook for The First Grade Students of Vocational High School 4 Makassar meet the aspect of contents suggested by syllabus of curriculum 2013

D. Research significance

1. Theoretical Significance

a. The teachers

The teachers can know and can choose the best textbook for the guidance in the classroom when teaching English lesson and relevant with the syllabus based on 2013 curriculum.

b. The students

The students can know and improve their speaking skill in the classroom when studying speaking material helped with an English textbook as guidance students to following lesson in the classroom.

E. Practical Significance

1. The teachers

- a. The teacher can select the textbooks most suitable in teaching learning process.
- b. The teacher can apply the result of this study as feedback on their teaching activities improve their knowledge and experience in choosing appropriate book, so that, the students are better in speaking skill.

2. Department of Education

Could be as considering to choose speaking material in English textbook for the student that really can improve student' skill

3. The Researcher

It would be useful for the researcher because it can improve the researcher's knowledge about speaking materials.

F. Scope of The Research

The scope of this research is the content of speaking material in English textbook for The First Grade Students of Vocational High School 4 Makassar.

G. Operational definition of Terms

1. Content

Structure and design information material on the textbook.

2. Speaking

Speaking is one of skills in English. It has important role in communication, speaking is the productive skill, but speaking and listening are closely, cause have a relation both of them.

3. The curriculum 2013 (K13)

Curriculum 2013 (K13) is a fixed curriculum implemented by the government to replace Curriculum before. Curriculum has to be an escort for

the teacher to teaching their students in the classroom and then the study will be organized more good and give the good result in teaching in the classroom.

4. Textbook

Textbook is a particular in teaching and become a control and prepare before study will begin. In textbook there are contains about materials and some ideas, and usually textbook has published based on curriculum in every school

CHAPTER II

LITERATURE REVIEW

A. Related research Findings.

1. NikenWahyuningsih (2014) *An Analysis of Reading Materials in Textbook English in Focus For Grade VII Junior High School* Published by Department of National Education This research talked about analysis of reading materials in the textbook and only focused on the reading skills.

2. SitiSolichatun (2011)*Content analysis of reading materials in English on Sky Textbook for Junior High School* Published by IAIN Walisongo Semarang. This researcher talked about analysis content of reading materials in textbook and focused reading skills.

3. Yuanching Lee and Lihung Chang (2012)*An analysis of Speaking Activity Designs of Junior High School English Textbook used in Taiwan and China* published by National Pingtung University of Education. The writers talked about speaking activity and just focused in speaking skills.

4. AriantiKurniasari(2009) *An Analysis Teaching Learning Activities Of Speaking Skill In English Textbook For Second Year Junior High School Based On The 2006 English Curriculum* at University Of Muhammadiyah Malang.

5. NuryantiningsiPusporini(2009) *A Content Analysison English e-Book for JuniorHigh School Grade VII, “English in Focus”* at Faculty of Letter State University of Malang.

6. Fatima Setiawati(2010) *A Content Analysis on “Wonderful World”, an English Textbook for Eleven Graders of Senior High School* at State University of Malang.

B. Some pertinent ideas

1. Content Analysis

Learning contents should be analysis in the light of the following with objectives, extent, relevance, degree of difficulty, available sources, demands and requirements of the syllabus, depth of study, classification, time-scheduling, textbooks available, other available learning content, suitability for relevant, and structure of the subject content, Carl et al in Arend E Carl (2009).

Content, must however, be seen much more broadly, as there are many others contents which from part of a child’s development and education. Criteria for selection of contents:

- a. The content must serve the realization of aims.
- b. The content must be realistic, manageable, accessible, and viable.
- c. The content must be relevant.
- d. The content must be simulating and motivating.
- e. The content must take the students’ existing knowledge and needs into account.
- f. The content must offer opportunies for self-discovery.
- g. The content must promote the development of thinking skills (the cognitive).
- h. The content must be practically achievable.

- i. The content must offer possibilities for the students input and choices.
- j. The content must have a balance in regard to extent and depth of study.
- k. The content must be tropical in regard to needs.
- l. The content must be representative of the relevant subject.
- m. The content must be functional in the empowerment of the students to develop the students' potential.

Content analysis is potentially one of the most important research techniques in the social sciences. Stemler (2001) stated that, content analysis has been defined as a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding. Another source explains that content analysis, a research methodology that examines words or phrases within a wide range of texts.

According to Neuendorf (2002). Content analysis is a summarizing quantitative analysis of messages that relies on the scientific method (including attention of subjectivity–intersubjectivity, a priori design, reliability, validity, generalizability, replicability, and hypothesis testing) and is not limited as to the types of variables that may be measured or the context in which the messages are created or presented.

2. Speaking

Speaking is often accomplished by communication activities and role plays in the classroom. However, most of the speaking is done by teachers. Moreover, many textbooks do not contain enough activities for speaking, which

might be a reason why a lot of students have troubles with speaking and are very poor in it, Grant in Lee (2012). Kinds of speech works used in textbook:

a. Drills

The learners practice grammar and sounds of the language (pronunciation).

Either many textbooks do not contain oral drills but only some drilling, or only mechanical drills. A drills helps the students to master some of the basic forms of the language with a reasonable degree of accuracy, before using it to communicate.

b. Communication activities

The students use the language and aims are rather to be fluent than accurate.

They have more freedom to communicate. The aim is not to concentrate on mistakes but to gain confidence in speaking.

c. Natural language use

Natural language should be a part of the classroom and should be realized by the teacher too, some the students dislike trying to speak until the students are feel confident. In addition to such day to day exchanges, the teacher should also create opportunities for students to say what the students want to say, even if the textbook fails to do.

d. Essential

It is essential to realize if there are activities practicing spoken language in the textbook, what kind of materials for speaking is included (oral presentation, dialogues, role play, communication activities) or specific strategies for conversation, debating and giving talks

3. Curriculum

Curriculum is the most essential of teaching learning process. A teachers should teach his/her students according to the current curriculum because it has been designed on the basis of students' needs. Feezin SitiSholihatun(2011) stated that curriculum is a general statement of goals and outcomes, learning arrangement, evaluation, and documentation relating to the management of program within an education institution.

Curriculum is a plan that gives guidance in the teaching learning process activities. From the definition above, the Researcher concludes that curriculum is a plan that is developed to make teaching-learning activities progress well. It is kind of guidance in the teaching-learning process. The reformation of curriculum is sometimes done in order to improve or to develop the quality of education. The curriculum also contains science, knowledge, and experience worth giving to the students to obtain the educational objectives.

David J. Flinders and Stephen J. Thornton(2009) stated that Curriculum theorizing and development are as old as educating institutions because any educational program must have a content. Although theorists and practitioners have perhaps without conscious awareness.

The curriculum problems of each country are unique and each country also has varying levels of locally available curriculum proficiency. A new curriculum and the accompanying challenges of implementing it, many teachers are unformed with regard to curriculum theory and practice.

In general curriculum is the whole of planning about the content and the learning material also the way that used in implementing teaching and learning process. The component of curriculum:

a. Aim

It is the target that will be reached by the process of implementing the education.

b. Content

It is the experiences that acquired by students in the school.

c. Method

It is the teaching learning process that the ways of students to get the experience of the learning to catch the target.

d. Evaluation

It is the way to know whether the target can be achieved what have the students get.

The function of curriculum is as the guidance for the teachers in conducting teaching learning process:

1. Preventive

It is in order the teachers avoid to do something that not suitable with the curriculum.

2. Corrective

It is to correct something that deviated from the curriculum.

3. Constructive

It is to give the right direction for implementing, and develop it'simplementing, exactly based on the valid curriculum.

Curriculum implementation depends on the level on which the initial design is made for whom it is envisaged. Thus the broad curriculum will be implemented at school and classroom level. Many curriculum initiatives have miscarried because curriculum developers underestimated the importance of implementation.

4. Curriculum 2013 (K13)

Curriculum 2013 (K13) is a fixed curriculum implemented by the government to replace Curriculum Education Unit which has been in force for more than 6 years. Curriculum 2013 entry in period in 2013 by making some schools into schools experiment.

In 2014, Curriculum 2013 has been applied in Class I, II, IV, and V, while for Class VII and VIII junior and senior classes X and XI. Hopefully, in 2015 has been implemented at all levels of education. Curriculum 2013 has three aspects of assessment, namely the aspect of knowledge, skills aspects, and aspects of attitudes and behavior.

As for reason for the government, in this case, the ministry of education and culture of Indonesia to transform the curriculum to the curriculum in 2013:

- a. Curriculum content is still so dense shown by the many subjects and a lot of material that the extent and level of the difficulty beyond the level of development of the child's age.
- b. competency-based curriculum has not been fully correspond with the demands of the functions and goals of national education.
- c. competency domains holistic have not described the attitude, skills and knowledge.
- d. Some competencies required in accordance with the development needs (eg character education, active learning methodology, the balance of *soft skills* and *hard skills*, entrepreneurship) have not been accommodated in the curriculum.
- e. The curriculum has not been sensitive and responsive to social change at the local, national, and global
- f. Standard have not described the learning process of learning detailed sequence of thus allowing that diverse interpretations and culminate at the center of the teacher.
- g. Assessment standards yet to lead to competency-based assessment (process and results) and not explicitly requires remediation periodically.

Based on the description above, it can be explained that the curriculum content can not be used as a constraint on mastery of the material as if the subjects deemed so much, then go on the lessons of failure, but teachers who have not been able to translate the material contained in the curriculum.

5. Textbook

According to Anshary and Babaii in Setiawati(2010), a textbook is a framework which regulates and times the programs. A textbook provides ready-made teaching texts and learning tasks. Moreover, a textbook is the easiest and cheapest way of providing learning materials.

First, a textbook is designed as the sole source of information which makes the students only see one perspective on a concept or issue. Second, textbook is old and outdated. This condition makes the information is not relevant. Next, textbook questions tend to be low level. This situation makes the students assume that learning is simply a collection of facts and figures. Fourth, textbook does not take student's background knowledge into account and makes the teacher does not tailor lessons to the specific attributes and interests of students. Fifth, the reading level of the textbook is too difficult so the student cannot read or understand important concepts which contained in the reading text. And the last, some textbook has the all answer to all the questions.

A medium is a means to help the teachers when the teaching and learning activities progress. A teacher usually uses some media to make him or her easier in explaining the teaching materials. One media which is ordinarily used is a textbook. The textbook is easy to buy, to carry, and to study. Even though there are so many kinds of media rivaling the printed materials of communication, the textbook remains the major source in School.

Textbook is a book giving instruction in a subject, used especially in school, etc. According to Thomson in SitiSholichatun (2011) stated that, the textbook is a stimulus or instrument for teaching and learning.

In another definition, textbook is a manual of instruction or a standard book in any branch of study which is produced according to the demands of educational institutions. Based on the definitions above, it is important for teachers to use a textbook when they teach a particular subject in order to help them when they conduct teaching and learning activities as well as to reach educational purposes.

A textbook is a source of learning. That is, the information contained in the textbook could be used both by teachers and students to achieve learning objectives. The textbook is one of the determinants of education: success and failure of the quality of education depends on the textbook itself.

For teachers, the structure and sequence of a textbook simplify the language learning process. So the time required will also be more economical. In many situations, book that used by teachers as a basis for initial preparation of the syllabus. First of all, a textbook which is used as a benchmark for later themes and his chapters was developed according to the needs of students.

As for students, a textbook is usually used to explore the materials which have been obtained from teachers. Textbooks greatly affect the state of the students, such as the independence of learners in developing language skills outside the classroom. This allows students to gain more experience to learn the

language. Because the role is very important both for teachers or students, a careful selection of textbooks is needed.

In Indonesia itself, using a text book is a must for every school to support the learning process. As stated in the regulations the minister no. 11 of 2005 Article 8 that, the teachers can recommend to students who are able to have textbooks. This clearly means that, the government is clearly called for each learner has a textbook in order to achieve the learning process.

A good textbook should include all five aspects: structure, function, situation, topic, skills which are reasonable, good enough, so that, can be logically acceptable in relating a certain community.

According to Cunningsworth (1995) the roles of English textbooks are:

- a. A resource for presentation materials (spoken and written).
- b. A resource of activities for learner practice and communicative interaction.
- c. A reference source for learners on grammar, vocabulary, pronunciation.
- d. A resource of stimulation and ideas for classroom language activities.
- e. A syllabus (where they reflect the predetermined learning objectives)
- f. A resource for self-directed learning or self-access work.
- g. support for less experienced teachers who have yet to gain in confidence.

The perfect textbook does not exist, but the best book available for the teacher and the students certainly does. Such a textbook should satisfy three conditions:

1. It should suit needs, interest and abilities of your students.
2. It should suit you (the best textbook in the world will not work in classroom if the teachers have good reason for disliking it.)
3. The textbooks must meet the needs of official public teaching syllabuses or examinations.

6.Type of textbook

There are many specifications and many types of textbooks. Grant (1987) refers to the term textbook as both to course books and supplementary textbooks. The difference between these two types of textbooks is that a course book should cover all aspects of the language and a supplementary textbook is focused only on particular topics. Nevertheless, it's difficult to generalize them because they can be varied. As for the categorization of textbooks, Grant in Madericová (2013:18) suggests two very broad ones. However, not every textbook can be always included in the following categories.

a. Traditional textbook

Traditional textbook is a type of book that wants the students to learn the language as a system and after that they should be able to use the language. On one hand, this type of textbook is a great help for teachers because they are easy to use but on the other hand, there may be a problem at the end of the students' study when he or she can manage grammar but cannot communicate.

They rather focus on reading and writing activities and are very common at schools. Traditional textbooks have all or most of these characteristics:

1. Textbooks tend to emphasize the forms, or patterns, of language.
2. Textbooks tend to focus on reading and writing activities, rather than listening and speaking activities
3. Textbooks tend to focus rather narrowly on a syllabus and examinations.
4. Textbooks are often attractive.

b. Communicative textbook.

Communicative textbooks are in comparison with traditional textbooks, communicative textbooks emphasize the communicative functions of language, not just the forms, skills in using language, focus on students' interests, encourage work in groups and furthermore emphasize fluency, not only accuracy. Simply, this type of textbooks prepares children to use their language knowledge in a real life. Some examples of communicative activities:

1. The students listen to authentic language for real life purposes.
2. The students talk to each other as the student might in real life with an English speaker.

C. How to Analyze Textbook

There are many commercial textbooks from many publishers. It is necessary for the teachers to be more selective in choosing the textbook. As Cunningsworth in Syafniar Rusda Ayu (2014) stated that as well as seeing what is prominent and obvious in a course book. The teachers need to examine how

specific items are dealt with, particularly those which relate to students' learning needs, syllabus requirements, how different aspects of language are deal with, etcetera. Thus, in selecting the textbook for teaching learning process at school the teachers should refer to the syllabus.

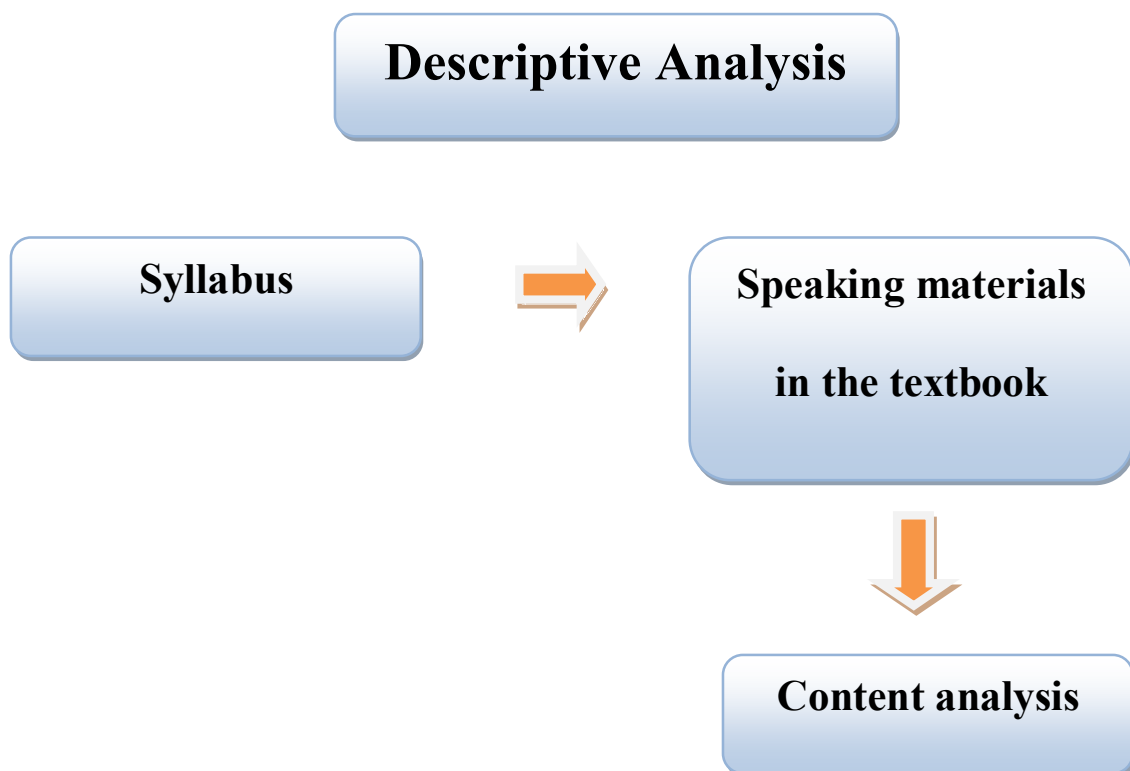
Furthermore, in evaluating textbook, there are some criteria that the teacher should consider. Cunnings worth in Syafniar Rusda Ayu(2014) stated that four criteria for evaluating textbooks, particularly course book. The criteria are:

1. The textbook should correspond to learners' needs. They should match the aims and objective of the language learning program.
2. The textbook should reflect the used that learners will make of the language.
3. The textbook should take account of students' needs as learners and should facilitate their learning processes.
4. The textbook should have a clear role as a support for learning.

To make easier in analyzing and evaluating course book, the teacher could used checklist design. However, the use of checklist design is for practical purposes a manageable list of the most important criteria will be needed.

D. Theoretical Framework

The Theoretical framework below explains the process of descriptive analysis of speaking materials in the textbook. There are 4 stages to descriptive analysis. The study will begin by comparing the syllabus of speaking of Vocational High School and then compare it to the speaking materials in English textbook. The outcome is how many percentages the speaking materials in textbook cover the syllabus.



CHAPTER III

RESEARCH METHOD

In this chapter, the researcher that had presented in details the methodology of the research used in this study. It is divided into several sub chapters. They are research Design, Source of data, Research Instrument , Data Collection and Procedure of analyzing data from English textbook that using for first grade student at Vocational High School 4 Makassar.

A. Research Design

In conducting, the researcher uses qualitative descriptive. MaxwellJoseph stated (1996) that the strength as qualitative research derives primarily from its inductive approach, its focus on specific situation or people, and its emphasis on words rather the numbers. The researcher focused on Textbook Vocational High School published by Pusat kurikulum dan perbukuan, Kemdikbud.

B. Research Variable

The kinds of variable that correlated with the research design consist of two variables: independent and dependent variable (Arikunto, 2013: 162).

1. Independent Variable

Independent variable is a variable that influenced another variable to achieve what is expected by researcher. The independent variable is Content Speaking Material.

2. Dependent Variable

Dependent variable is the result that expected through implement of the independent variable. The dependent variable is English textbook.

C. Research Object

The English Textbook for the First Grade Students at Vocational High School 4 Makassar and Syllabus 2013.

D. Research Instrument

The instrument that used to analyze the data in this study is checklist. *First*, the checklist used to analyze the relevancy between speaking materials that founded in the textbook with the aspect of contents. *Second*, the checklist used to analyze the relevancy between speaking materials that founded in the textbook with the syllabus of curriculum 2013.

E. Data collection procedure

In collecting the data, the researcher used English Textbook. Its refer to technique of collecting data by gathering Speaking materials in English Textbook and analyzing documents, while document is any communicable material used to explain some attributes of an object, systems or procedures. It means that the qualitative data which is drawn with words and sentences, clustered following its category to gain conclusion.

In doing the research, the researcher need some reference that related to the study. There aimed to help the researcher in analyzing the data. There are several steps that the researcher have done in collecting the reference, as follows:

1. Looking for any materials related with the study from internet.
2. Looking for books related to the study from library.
3. Looking for any thesis related to the study from library.

F. Data Analysis Technique

In analyzing the data, the researcher used text analysis or discourse analysis as the technique. Discourse analysis is minimally the study of language in use that extends beyond sentence boundaries. It means that discourse analysis is concerned with the study of the relationship between language and the context in which it is used in this research. The calculation to known the relevancy English textbook for the first grade students that used at Vocational High School 4 Makassar between 2013 syllabus, the researcher using percentages to determine the result this research.

CHAPTER IV

FINDINGS AND DISCUSSION

The result of this research was divided to two parts. The first result shows the coverage of speaking material contents in textbook for The First Grade Students of Vocational High School 4 Makassar is in line with 2013 Curriculum syllabus. The second result shows the percentage of speaking material contents in textbook for The First Grade Students Of Vocational High School 4 Makassar is in line with 2013 Curriculum syllabus are in line with 2013 Curriculum syllabus. There are 9 Chapters English material in English textbook. Especially speaking materials which will analyze in this chapter. All of these speaking materials are collected from “BahasaInggris” for 10th grade of Vocational High School.

A. Findings

Table 1. The Relation Between Speaking Material in Syllabus of K13 and Textbook

No	Speaking Learning Syllabus of <i>K13</i> *)	Title of Each	
		Chapter in Textbook	Speaking Learning Material in Textbook
1	Simple oral and written texts to describing self and ask for identity and response.	Talking about Self	1. Talking about Self 2. Introduction game: Party Time.

2	Oral and written texts to praise and response	Complimenting and Showing Care	Complimenting and Showing care divided to Expressing complimenting and showing care with the dialog with their friends. 1. Complementing Dialog a. Complementing b. Responses 2. Showing Care Dialog a. Showing Care b. Responses
3	Oral and written texts to showing care and response	Expressing Intention	Expressing Intention is divided to make a plans for anything that will they are to do. 1. Expressing Intention with the dialog to make Holiday plans.
4	Oral and written texts to express intentions and asked to perform an action / activity	Congratulating others	Congratulating others to divided the student to giving congratulation with their friend in every

			<p>situation. For example in textbook give a speaking play, “Let’s play scissors, rock, and paper. The winner chooses for himself/herself a situation and the partner have to make an expressing of congratulation.</p>
5	<p>Oral and written texts to congratulate and response</p>	<p>Describing People</p>	<p>We can describe people by these following example:</p> <ul style="list-style-type: none"> - Personality and appearance. - Clothing.
6	<p>Oral and written texts to express and ask for actions / events that do / happened in the past which refers to the time of which refers to the end</p>	<p>Visiting Ecotourism Destinations</p>	<p>Describing the places that interesting and not interesting had visited or other natural tourist object. The student have to describing the places.</p>

7	Descriptive text simple oral and written about people, tourist attractions, and famous historic buildings	Visiting Niagara Falls	The students have a pair work that try to remember one interesting place they have visited and tell with their friends about the place.
8	Announcement 1.Mention announcement purpose 2.Mention detail information from announcement	Describing Historical Places	Ordering the students to ask their parents or relatives about historical places that they are know. 1.What is the name of the places? 2. How old is the place? 3. Is the place spooky? 4. Why is it mysterious? 5. How does the place look like?
9.	Text recount simple oral and written about the experience / activities / events / events	Giving Announcement	This part of chapter the student in order to imagine that they are the captain of their class that attend in meeting with

	OSIS and have to make an announcement to their classmate about the result of the meeting with OSIS.
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This table explained about how the relevancy speaking material in syllabus 2013 with speaking material in English textbook, to know how the different and the same things that which are contained in syllabus and English Textbook and as a Comparing speaking material in Syllabus 2013 and English Textbook.

Table 2. Documentary Checklist Table

No	The Relevance of Materials to the Curriculum Criteria	Criteria Fulfillment
1	Each unit of a book must contain interpersonal texts related to learners' daily life which give learners opportunities to comprehend and produce expressions in fulfilling interpersonal communicative functions both oral and written and to interact with their closest environment.	
2	Each unit of a book must contain transactional texts which give learners opportunities to take and give things,	√

	services, information, and opinions related to learners' daily life and other subject matters, both oral and written.	
3	Each unit of a book must contain functional texts and monologues from various genres which are explored to improve learners' listening, speaking, reading, and writing skills in regards to learners' daily life and other subject matters.	√
4	The textbook must contain presentational texts and presentational activities which give learners opportunity to create a spoken genre on a scientific topic.	
5	The textbook must contain materials or activities which are specifically designed for character building in which learners can implement what they learnt in their attitudes.	
6	Exposure: In learning every type of text, a textbook must require learners to explore quite many types of text which are relevant to learners' daily life.	√
7	Retention: In learning every type of text, a textbook must give learners guidance to acquire explicit comprehension about three elements of text production, namely social functions, generic structure, and linguistic features after comprehension on a particular text.	√

8	Actual production: In learning every type of text, a textbook must give learners guidance to produce written and oral texts to achieve the social function which is relevant to a particular text type.	√
9	There is systematic coverage of syllabus.	√
10	The content is clearly organized and graded (sequenced by difficulty).	√
11	The number of lessons in the course should suit the school term or year.	√
12	The sequencing of content should allow for some learners being absent from some classes.	√
Total		9
Percentage		75%

The Researcher using checklist table above from cunningsworth to find out the percentage of speaking materials contents in textbook for the First Grade Students of Vocational High School 4 Makassar are in line with *K13* syllabus. There are 12 question and every checklist for every question was valuable 1. In the end of this research's result, the compatibility percentage of the whole textbook material to *K13* syllabus is found by summing all the percentage of these 9 chapters and takes the mean percentage among them. To find the total speaking materials compatibility percentage of textbook to *K13* syllabus, the researcher uses this formulation.

$$= \frac{X}{Y} \times 100\%.$$

$$= \frac{9}{12} \times 100\% = 75\%$$

Note:

X= the total of criteria points which were met in a workbook for each Chapters aspect.

Y = the total of criteria points in each sub aspect.

Therefore the writer found the compatibility percentage from all 9 chapters is 75%. Textbook has 75% similarity with *K13*. This percentage is included from the similarity patterns between speaking learning material in Textbook to *K13* syllabus.

B. Discussion

Textbook had nine chapters. There were nine lessons about interpersonal texts both oral and written. They were *talking about self* in Chapter 1, *Complimenting and showing care* in Chapter 2, *Expressing intention* in Chapter 3, *Congratulating others* in Chapter 4, *Describing people* in Chapter 5, *Visiting ecotourism destinations* in Chapter 6, *Visiting Niagara falls* in Chapter 7, *Describing historical places* in Chapter 8 and *Giving Announcement* in Chapter

9. Some chapters in Textbook have fulfilled the criterion of interpersonal communication and some others did not.

Chapter 1 and 9 had fulfilled the criterion of giving the students opportunities to comprehend and produce oral expressions in fulfilling interpersonal communicative functions to interact with their closest environment. The elaboration was as follows. The lessons on talking about self (page 12-14) in Chapter 1 have fulfilled the first criterion in this sub aspect. The students have facilitated learners to comprehend and produce expressions in fulfilling interpersonal communicative functions both oral and written to interact with their closest environment. For example, in the lesson about Talking about self, the students were introduced in front of class with classmate and teacher. After that, they were given Guessing games: “Who Am I?” the teacher will put a post it paper with one of the words below on students’ back. The student that have been playing have to guessing themselves by asking question, and their partner may only answer with either ‘yes’ or ‘no’. For speaking activities, the students were given the ability to recognize themselves in a way that is more interesting.

The lesson on *Complimenting and showing care* (page 19-27) in Chapter 2 has given the students opportunities to take and give information orally. For the speaking activity, the students in order to identify which are complimenting and expression of care or sympathy and the students has given work in pairs where the students have to make an expression of compliment or care in every situation with the responses. The students had given three conversation for

expressing speaking activities, There are formal situation, neutral situation, and informal situation. From three situation the students could know and practice the students' speaking skill.

The lesson on *Expressing Intention* (page 37) in Chapter 3 has also given learners opportunities to *Expressing Intention* through a long conversation about holiday plans, after that the students in order to make plan to do the biology project at the library after school. After that the student have to act out of the dialog that the students that had made and doing dialog in the classroom with the students' friends. In this chapter the student has thought how to speak as if the students are preparing a campaign for their promotion to be head of the student's organization.

The lesson on Congratulating others (page 50-51) in Chapter 4 have also fulfilled the first criterion in this sub aspect. Another example of conversation was also provided as a consideration for the speaking activities. In this Chapters the students has given many situation and makes an expressing of congratulations. For Example new bag situation, the student first as an owner of new bag, and the second student as a partner says, "Congratulations, Your new bag is gorgeous." Then develop a conversation based on that.

The lesson on *Describing people* in Chapter 5 has also facilitated the students in speaking skill well, in this lesson, the student has given a picture and order to describing that have in picture. Begin to from the general to the specific that the students could describe from the image given or the students are think of one person that they could describing, maybe their parents, siblings or best

friend. The student as can as free to describing people, from personality, appearance and clothing.

The lesson on Visiting Ecotourism Destination in Chapter 6 (Page 79) is like to describing tourism place that had be a destination. The student in order to imagine a place that the students had ever visited which are interesting or not interesting for the students. If the students has image a place that ever visited, the students describe that place with their friends and what will the student recommend that place with the students' friend. Actually this chapter just 1 speaking activity.

The lesson on Visiting Niagara Falls (page 89) in Chapter 7 also just had 1 speaking activity. The students were simply to try remembered one interesting place that had the students visited. This Chapter had no variety of speaking activities, just like previous chapter that the student only tell and describe a place that the students had visited. However, lack of speaking activities will be hinder the smooth the students in producing expressions of gratitude in various contexts.

The lesson on Describing Historical Places (page 101) in Chapter 8 not different from previous Chapters, but in this Chapter the students just in order to make information report about historical places that had got it from asking the students' parents with guiding some question from the students' textbook of which are; What is the name of the place?, How old is the place?, Is the place spooky?, Why is it mysterious?, How does the place look like?. These are

question that the students asked their parents and make that answer being Information report about Historical places.

The lesson on Giving announcement (page 113) in the last Chapter is lack of conversation models in various contexts in which the last Chapter the student in order to image that they are chairman of their class. The students had a meeting with OSIS. During the meeting, the students took the following notes and make announcement to be delivered to classmates. Actually this chapter also had no variety of speaking activities just made an announcement and delivered that with their classmates.

In conclusion, the textbook has not completely fulfilled Relevance of the Materials to the Curriculum. This was because, every chapters just had a little space for speaking activities, so that the researcher thinks, the student really difficult to improve their speaking skills cause a less speaking activities. In every chapters not to give the students to speaking with friends or improve the students' speaking skill.

There is in some chapters similarity in speaking activities namely in the chapter 5, 6,7, and 8 about Describing, for example in chapter 5 is describing people. Describing a tourism or destination that interesting or not interesting and describing historical places there are in chapter 6,7 and 8. The researcher thinks speaking activities that in English textbook as handbook and guiding for learning speaking does not variety. For another chapters a bit different than just describing things.

In chapter 1, 2, 3, 4, and 9 are over to produce expression in speaking. Actually this textbook on every chapters have a speaking activities but those could not covering speaking' need who can really improve the students' speaking skill. Even less the English teacher who had Interview by the researcher before took this thesis, that said if the graduated student from Vocational High School have to have comprehend with productive skills in English learning as supplies for face to world work.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

From the checklist table, the result shows the compatibility percentage of textbook's speaking materials to *K13* syllabus is 75%. The following points are the major findings of this research.

The first point is the speaking materials in “BukuBahasaInggris for the first grade students at Vocational High School” have a good relation to the content of syllabus. There are;

1. understanding basic expressions in social interaction in daily life
2. Expressing happiness and sympathy,
3. Making an announcement
4. Telling stories and experience (monologue).

The grammar review in the textbook fulfills the need of grammar review in *K13* syllabus. From the findings above, we can get the point that from 9 chapters in the textbook, it already puts the grammar review along in all chapters.

The vocabulary section in the textbook is the most lacking development in the textbook, which is along 9 sub-chapters. In every chapters on textbook there are Vocabulary builder, Reading text, Grammar review, Speaking activity, and Writing. From all chapters just only 1 chapter does not have a pronunciation

practice and every single chapters have a space of Reflection in the end of every chapters.

The speaking tasks in the textbook are not well developed. In The textbook, most of the speaking tasks are in Role Play activities. The textbook does not give any speaking activities to increase the student understanding in speaking material. In content aspect, the textbook ‘*Bahasa Inggris*’ is lacking in terms of transactional texts because it does not give enough opportunities for the students to communicate interpersonally. It has sufficient explanation on the expressions required to produce certain interpersonal texts and provides sufficient model texts, but it has very few speaking activities which should enable the students to make interpersonal communication and make the students improve speaking skill.

B. Suggestions

Although most of the speaking materials in textbook The textbook for vocational school of tenth grade students are appropriate of with the *K13* syllabus, the Researcher still gives some suggestion that will be described below.

First, the speaking material explanation in The textbook should be developed by the teacher. In the case that some chapters in The textbook does not give any explanation about the materials content, the English teacher should be creative to provide the explanation, refers to develop the students’ understanding about the material. It is better to the teacher to give the

explanation of the speaking materials' content, as the basic knowledge, to the students before giving the tasks.

Second, the teacher should provide more related vocabulary knowledge that can develop students' skill in produce speaking. Besides, the teacher can develop the grammar use in speaking in case to increase the students' understanding of grammar. Both of vocabulary knowledge and grammar use in speaking can boost the students' fluency to speak.

Third, the teacher is suggested to modify the speaking tasks. Since most of the speaking tasks in The textbook is role playing, teacher can provides another speaking tasks, such as brainstorming, storytelling, interviews, and simulation. These different tasks can give more challenges for students' activities. The activity or task should not be given in repetition way. It should be in multi task form.

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SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS - WAJIB

Kelas : X

Kompetensi Inti :

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.					
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan					

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>					
<p>3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>4.1. Menangkap makna pemaparan jati diri lisan dan tulis.</p> <p>4.2. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan</p>	<p>Teks lisan dan tulis sederhana untuk memaparkan dan menanyakan jati diri, serta responnya</p> <p>Fungsi sosial</p> <p>Mengenalkan, menyebutkan identitas, untuk saling mengenal dan menjalin hubungan antar pribadi dengan teman dan guru.</p> <p>Struktur teks</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa melihat, mendengar, dan menyaksikan guru memaparkan dan menanyakan jati diri dalam bahasa Inggris secara benar sesuai kenyataan, untuk dapat dikenal siswa secara lebih dekat. Guru mengulangnya berkali-kali, dan secara interaktif mengajak siswa untuk mengamati secara jelas, kalimat demi kalimat, isi pesan dan unsur kebahasaan yang digunakan dalam 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial memaparkan dan menanyakan jati diri. Tingkat kelengkapan dan keruntutan dalam memaparkan dan menanyakan jati diri. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan 	4 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat Contoh peragaan dalam bentuk rekaman

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	<p><u>Alex</u>: <i>My My name is Alex. I live on Jln. Kenari.</i> <u>Vina</u>: <i>Near SMAN 2?</i> <u>Alex</u>: <i>Yes, only 100 m to the north. I have 2 brothers, Ferry and Bima.</i> <u>Aldi</u>: <i>I know Ferry</i> <u>Alex</u>: <i>Really.</i> <u>Aldi</u>: <i>Yes, we play badminton together every Friday.</i></p> <p>Unsur kebahasaan</p> <ol style="list-style-type: none"> (1) Kosakata: nama status hubungan keluarga, kekerabatan, teman, tetangga (2) Nama profesi pekerjaan, hobi. (3) Kata tanya <i>Who? Which? How?</i> Dst. (4) Kata kerja dalam simple present tense. (5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara 	<p>memaparkan dan menanyakan jati diri.</p> <ul style="list-style-type: none"> Siswa menirukan guru mengatakan setiap kalimat. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan memaparkan dan menanyakan jati diri dalam bahasa Inggris dan dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi memaparkan dan menanyakan jati diri dalam bahasa Inggris dari film, kaset, buku teks, dsb. Siswa mengikuti dan menirukan contoh-contoh interaksi memaparkan dan menanyakan jati diri dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri 	<p>tangan.</p> <ul style="list-style-type: none"> Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memaparkan dan menanyakan jati diri. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan memaparkan dan menanyakan jati diri.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk memaparkan dan menanyakan jati diri, ketika muncul kesempatan, di dalam dan di luar kelas. Observasi terhadap kesungguhan, 		<p>CD/VCD/ DVD/kaset</p> <ul style="list-style-type: none"> Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>tepat dalam frasa nominal</p> <p>(6) Ucapan, tekanan kata, intonasi</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan.</p> <p>Topik</p> <p>Diri sendiri, orang tua, kakak, adik, famili, tetangga, dan orang terdekat lainnya, dengan memberikan keteladanan tentang perilaku santun, peduli, jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>(fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi memaparkan dan menanyakan jati diri.</p> <ul style="list-style-type: none"> Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk memaparkan jati diri dalam konteks pembelajaran, <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan untuk memaparkan dan menanyakan diri yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa membandingkan antara ungkapan untuk memaparkan dan menanyakan diri yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p>	<p>tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memaparkan dan menanyakan jati diri, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan memaparkan dan menanyakan jati diri.</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris untuk saling memaparkan jati diri agar saling mengenal secara lebih dekat. Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam memaparkan jati diri dalam bahasa Inggris dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 			
<p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap (<i>extended</i>) serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.3. Menyusun teks lisan dan tulis untuk mengucapakan dan merespon pujian bersayap (<i>extended</i>),</p>	<p>Teks lisan dan tulis untuk memuji bersayap (<i>extended</i>) serta responnya</p> <p>Fungsi sosial</p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p>Struktur teks</p> <p>Tuti: <i>Is this your new bag?</i> Tibo: <i>Yes.</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain memuji bersayap (<i>extended</i>) serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, dengan unsur kebahasaan yang dipilih untuk mendekatkan hubungan interpersonal dengan siswa (keteladanan). Siswa dituntut untuk 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial memuji bersayap (<i>extended</i>), serta responnya. Tingkat kelengkapan dan keruntutan struktur ungkapan memuji bersayap (<i>extended</i>), serta responnya. Tingkat ketepatan unsur kebahasaan: 	2 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh peragaan dalam

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<p>Tuti: <i>It looks strong. It must be expensive.</i></p> <p>Wina: <i>You did it well. You must be very happy.</i></p> <p>Susi: <i>Yes, I am. Thank God, I could finish it.</i></p> <p>Unsur kebahasaan</p> <p>(1) Kosakata adjektiva terkait dengan kualitas pekerjaan, penampilan, prestasi.</p> <p>(2) Tata bahasa: simple past tense, present perfect tense, present perfect continuous tense.</p> <p>(3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi</p> <p>(5) Ejaan dan tanda baca</p>	<p>mencontoh keteladanan tersebut dengan memuji bersayap (<i>extended</i>) serta meresponnya, dalam bahasa Inggris dan bahasa lainnya.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan memuji bersayap (<i>extended</i>), dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan memuji bersayap (<i>extended</i>) serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. Siswa menirukan contoh-contoh interaksi dengan memuji bersayap (<i>extended</i>), serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan 	<p>tata bahasa, kosakata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</p> <ul style="list-style-type: none"> Sikap santun, peduli, percaya diri dan cinta damai yang menyertai ungkapan memuji bersayap (<i>extended</i>), serta responnya. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) untuk memuji bersayap (<i>extended</i>), serta responnya.</p> <p>Observasi:</p> <p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk memuji bersayap (<i>extended</i>) ketika muncul kesempatan di dalam 		<p>bentuk rekaman CD/VCD/DVD/kaset</p> <ul style="list-style-type: none"> Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(6) Tulisan tangan</p> <p>Topik</p> <p>Berbagai hal terkait dengan interaksi siswa dengan guru, teman, adik, kakak, dsb. terkait dengan kegiatan siswa sehari-hari di rumah, sekolah, di dalam maupun di luar kelas, dengan memberikan keteladan tentang perilaku santun, peduli, percaya diri, dan cinta damai.</p>	<p>arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi memuji bersayap (extended), serta responnya.</p> <ul style="list-style-type: none"> Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk memuji bersayap (extended), serta responnya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan memuji bersayap (extended), serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa membandingkan ungkapan memuji bersayap (extended), serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang 	<p>dan di luar kelas.</p> <ul style="list-style-type: none"> Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan memuji bersayap (<i>extended</i>), termasuk kemudahan dan kesulitannya.</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>digunakan.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan memuji bersayap (extended), serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal. Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk memuji bersayap (extended), serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 			
3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menunjukan	<p>Teks lisan dan tulis untuk menunjukkan perhatian (care) serta responnya</p> <p>Fungsi sosial</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menunjukkan perhatian (<i>care</i>) 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial ungkapan untuk menunjukkan perhatian (<i>care</i>), serta 	2 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>perhatian (<i>care</i>), serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.4. Menyusun teks lisan dan tulis untuk mengucapakan dan merespon ungkapan perhatian (<i>care</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p>Struktur teks</p> <p><u>Dewi</u>: <i>You look pale. Are you alright?</i> <u>Indra</u>: <i>Not really. I have a bad headache.</i> <u>Dewi</u>: <i>You need to take a good rest.</i> <u>Indra</u>: <i>I think so. Thanks.</i></p> <p><u>Emi</u>: <i>I failed my English test.</i> <u>Lia</u>: <i>That's okay. Just work harder, and you will get a good mark next time.</i></p> <p>Unsur kebahasaan</p> <p>(1) Kosakata terkait dengan kondisi kesehatan, keberhasilan, kegagalan.</p> <p>(2) Tata bahasa: <i>have, have got, need, may, can, will</i>, dsb.</p> <p>(3) Frasa nominal dengan adjective: <i>a bad headache, a</i></p>	<p>serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, dengan unsur kebahasaan yang dipilih untuk mendekatkan hubungan interpersonal dengan siswa (keteladanan).</p> <ul style="list-style-type: none"> Siswa dituntut untuk mencontoh keteladanan tersebut dengan menunjukkan perhatian (<i>care</i>) serta meresponnya, dalam bahasa Inggris dan bahasa lainnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan menunjukkan perhatian (<i>care</i>), dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menunjukkan perhatian (<i>care</i>) serta responnya dalam bahasa 	<p>responnya.</p> <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan struktur ungkapan untuk menunjukkan perhatian (<i>care</i>), serta responnya. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap santun, peduli, percaya diri dan cinta damai yang menyertai ungkapan untuk menunjukkan perhatian (<i>care</i>), serta responnya. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam menggunakan ungkapan untuk menunjukkan perhatian (<i>care</i>), serta responnya.</p> <p>Observasi:</p>		<p>menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>good rest</i>;</p> <p>(4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(5) Ucapan, tekanan kata, intonasi</p> <p>(6) Ejaan dan tanda baca</p> <p>(7) Tulisan tangan</p> <p>Topik</p> <p>Berbagai hal terkait dengan interaksi siswa dengan guru, teman, adik, kakak, dsb. terkait dengan kegiatan siswa sehari-hari di rumah, sekolah, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku perilaku santun, peduli, jujur, disiplin, percaya diri, cinta damai, kerjasama, dan bertanggung jawab.</p>	<p>Inggris dari film, kaset, buku teks, dsb.</p> <ul style="list-style-type: none"> Siswa menirukan contoh-contoh interaksi dengan menunjukkan perhatian (<i>care</i>), serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menunjukkan perhatian (<i>care</i>), serta responnya. Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menunjukkan perhatian (<i>care</i>), serta responnya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menunjukkan perhatian (<i>care</i>), serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. 	<p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menggunakan ungkapan untuk menunjukkan perhatian (<i>care</i>) ketika muncul kesempatan di dalam dan di luar kelas. Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan menunjukkan perhatian</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa membandingkan ungkapan menunjukkan perhatian (<i>care</i>), serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan menunjukkan perhatian (<i>care</i>), serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal. Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami 	(<i>care</i>), termasuk kemudahan dan kesulitannya.		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dalam menggunakan bahasa Inggris untuk menunjukkan perhatian (<i>care</i>), serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			
<p>3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya</p> <p>4.5. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>	<p>Teks lisan dan tulis menyatakan dan menanyakan niat melakukan suatu tindakan/kegiatan</p> <p>Fungsi sosial Menyatakan rencana, menyarankan, dsb.</p> <p>Struktur teks <i>I'd like to show you my recipe collection. I'm sure you will like it.; During the semester break I will paint my bedroom. Ok. That's my big boy!; May we have your attention, please. Shanti is going to explain the design of our wall magazine., dan semacamnya.</i></p> <p>Unsur kebahasaan (1) Kata kerja bantu</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan dan menanyakan niat melakukan suatu tindakan, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyatakan dan menanyakan niat melakukan suatu tindakan, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. <p>Menanya Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyatakan dan menanyakan niat melakukan suatu tindakan,</p>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang 	4 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti:

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>modal: <i>I'd like to ..., will ..., be going to ...</i></p> <p>(2) Kosakata: kata kerja yang terkait dengan kegiatan siswa di kelas, sekolah, rumah, dan sekitarnya</p> <p>(3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi,</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan.</p> <p>Topik</p> <p>Tindakan yang dilakukan di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku santun, peduli, jujur, disiplin, percaya diri,</p>	<p>dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyatakan dan menanyakan niat melakukan suatu tindakan dalam bahasa Inggris dari film, kaset, buku teks, dsb. Siswa menirukan contoh-contoh interaksi dengan menyatakan dan menanyakan niat melakukan suatu tindakan dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyatakan dan menanyakan niat melakukan suatu tindakan. Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyatakan dan menanyakan 	<p>niat melakukan suatu tindakan/kegiatan.</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, ketika muncul kesempatan, di dalam dan di luar kelas. Observasi terhadap kesungguhan, tanggung jawab, dan 		<ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/americanenglish/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	kerjasama, dan bertanggung jawab.	<p>niat melakukan suatu tindakan dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyatakan dan menanyakan niat melakukan suatu tindakan yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa membandingkan ungkapan menyatakan dan menanyakan niat melakukan suatu tindakan yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyatakan dan menanyakan niat melakukan suatu tindakan, di dalam dan di luar 	<p>kerja sama siswa dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan.</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <ul style="list-style-type: none"> Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan niat melakukan suatu tindakan dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 			
<p>3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap (<i>extended</i>), sesuai dengan konteks penggunaannya.</p> <p>4.6. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (<i>extended</i>), dengan</p>	<p>Teks lisan dan tulis untuk memberi ucapan selamat bersayap (<i>extended</i>) serta reponnya.</p> <p>Fungsi Sosial</p> <p>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p> <p>Struktur text</p> <p><u>Gamal</u>: <i>You passed your test to enter the</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain memberi ucapan selamat bersayap (<i>extended</i>), serta responnya dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain (<i>keteladanan</i>), dengan unsur kebahasaan yang dapat menjaga hubungan interpersonal. Siswa dituntut untuk mencontoh keteladanan 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial ucapan selamat bersayap (<i>extended</i>), serta responnya. Tingkat kelengkapan dan keruntutan struktur ucapan selamat bersayap (<i>extended</i>), serta responnya. Tingkat ketepatan 	4 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat Contoh peragaan dalam

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	<p><i>best school in town? Congratulations! I'm happy for you.</i> <i>Siti: Thanks. What about you?</i></p> <p><i>Evi: Congratulations! You won the first prize in the story telling competition. We are proud of you!</i> <i>Johan: Thank you.</i></p> <p>Unsur kebahasaan</p> <ol style="list-style-type: none"> (1) Kosakata terkait dengan kualitas pekerjaan, keberhasilan, prestasi. (2) Tata bahasa: simple past tense, simple present tense, perfect tense (3) Ungkapan baku yang lazim digunakan. (4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal 	<p>tersebut dengan memberi ucapan selamat bersayap (<i>extended</i>) serta meresponnya, dalam bahasa Inggris dan bahasa lainnya, dengan unsur kebahasaan yang dapat menjaga hubungan interpersonal.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan ucapan selamat bersayap, serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan ucapan selamat bersayap (<i>extended</i>) serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi dengan ucapan selamat bersayap (<i>extended</i>), serta responnya dalam bahasa Inggris dengan 	<p>unsur kebahasaan: tata bahasa, kosakata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</p> <ul style="list-style-type: none"> • Sikap santun, peduli, dan percaya diri yang menyertai ucapan selamat bersayap (<i>extended</i>), serta responnya. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) memberi ucapan selamat bersayap (<i>extended</i>), serta responnya.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk memberi ucapan selamat bersayap (<i>extended</i>) 		<p>bentuk rekaman CD/VCD/DVD/kaset</p> <ul style="list-style-type: none"> • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(5) Ucapan, tekanan kata, intonasi</p> <p>(6) Ejaan dan tanda baca</p> <p>(7) Tulisan tangan</p> <p>Topik</p> <p>Berbagai hal terkait dengan interaksi siswa dengan guru, teman, adik, kakak, dsb. terkait dengan kegiatan siswa sehari-hari di rumah, sekolah, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku santun dan peduli.</p>	<p>ucapan, tekanan kata, intonasi, dan sikap yang benar.</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi dengan ucapan selamat bersayap (<i>extended</i>), serta responnya. Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk memberi ucapan selamat bersayap (<i>extended</i>), serta responnya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ucapan selamat bersayap (<i>extended</i>), serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa membandingkan ucapan selamat bersayap (<i>extended</i>), serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan 	<p>ketika muncul kesempatan di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan memberi ucapan selamat bersayap (<i>extended</i>), termasuk kemudahan dan kesulitannya.</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dalam bahasa lain.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk memberi ucapan selamat bersayap (<i>extended</i>), serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat menjaga hubungan interpersonal. Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk memberi ucapan selamat bersayap (<i>extended</i>), serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.</p> <p>4.7. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya</p> <p>Fungsi sosial Melaporkan, menceritakan, menjelaskan</p> <p>Struktur teks <i>I have been to the lake once. I went there in 2005.; He has left for Sorong. He left the office half an hour ago.; Indonesia has experienced many tsunamis. The biggest one happened in Aceh in 2004.; dan sebagainya.</i></p> <p>Unsur kebahasaan (1) Kosa kata terkait dengan kegiatan, tindakan, kejadian,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. <p>Menanya Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan</p>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan 	4 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/americanenglish/resource_files

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>peristiwa</p> <p>(2) Kata kerja dalam Simple Past Tense, Present Perfect Tense.</p> <p>(3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi,</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan.</p> <p>Topik</p> <p>Kegiatan, tindakan, kejadian, peristiwa, yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku santun, peduli, jujur, disiplin, percaya diri, kerjasama, cinta damai, dan</p>	<p>tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika menyebutkan waktunya, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dari film, kaset, buku teks, dsb. Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dengan ucapan, tekanan kata, 	<p>menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya.</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa 		<p>- http://learnenglish.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	bertanggung jawab.	<p>intonasi, dan sikap yang benar.</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya. Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyebutkan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu 	<p>Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, ketika muncul kesempatan, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>terjadinya dengan yang merujuk pada kesudahannya yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyebutkan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, 	<p>tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya.</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <ul style="list-style-type: none"> Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 			
3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal	<p>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>Fungsi sosial</p> <p>Membanggakan, menjual, mengagumi,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Siswa membaca dan 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal sederhana. Tingkat kelengkapan 	18 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>penggunaannya.</p> <p>4.8. Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>mengenalkan, mengidentifikasi, mengkritik, dsb.</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <p>a. Menyebutkan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>b. Menyebutkan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya, dan</p> <p>c. Menyebutkan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang semuanya sesuai dengan fungsi sosial yang hendak</p>	<p>mendengarkan teks-teks tersebut untuk memahami isi pesannya.</p> <ul style="list-style-type: none"> Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, 	<p>dan keruntutan dalam menyebutkan dan menanyakan tentang orang, tempat wisata, dan bangunan bersejarah terkenal dalam teks deskriptif.</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang orang, tempat wisata, dan bangunan bersejarah terkenal dalam teks deskriptif. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis, menyunting, dan menghasilkan teks deskriptif tentang orang,</p>		<p>dengan benar dan akurat</p> <ul style="list-style-type: none"> Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/americanenglish/resource_files http://learnenglish.britishcouncil.org/en/ https://www.google.com/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>dicapai.</p> <p>Unsur kebahasaan</p> <p>(1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal, dengan atau tanpa <i>a</i> dan <i>the</i>, plural (-s), <i>this, that, those, my, his</i>, dst.</p> <p>(2) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan <i>quite, very, extremely, dst.</i></p> <p>(3) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense.</p> <p>(4) Penggunaan nominal singular dan plural secara</p>	<p>binatang, dan benda.</p> <ul style="list-style-type: none"> Siswa membaca semua teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> fungsi sosial setiap teks nama orang, tempat wisata, dan bangunan bersejarah terkenal yang dideskripsikan sifat orang, tempat wisata, dan bangunan bersejarah terkenal yang dideskripsikan tindakan orang, tempat wisata, dan bangunan bersejarah terkenal yang dideskripsikan kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal untuk 	<p>tempat wisata, dan bangunan bersejarah terkenal nyata di lingkungan sekitar.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang orang, tempat wisata, dan bangunan bersejarah terkenal, ketika muncul kesempatan, di dalam dan di luar kelas. Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(5) Ucapan, tekanan kata, intonasi</p> <p>(6) Ejaan dan tanda baca</p> <p>(7) Tulisan tangan</p> <p>Topik</p> <p>orang, tempat wisata, dan bangunan bersejarah terkenal relevan dengan kehidupan siswa sebagai remaja dan pelajar SMA, dengan memberikan keteladanan tentang perilaku santun, peduli, jujur, disiplin, percaya diri, kerjasama, cinta damai, dan bertanggung jawab.</p>	<p>mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal yang ada dalam kehidupan siswa, dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai 	<p>dan di luar kelas.</p> <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>Portofolio</p> <p>a. Kumpulan karya teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal yang telah dibuat.</p> <p>b. Kumpulan hasil suntingan beberapa</p>		

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		<p>dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</p> <ul style="list-style-type: none"> Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>teks deskriptif yang dibuat sendiri atau temannya tentang orang, orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>c. Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>d. Lembar soal dan hasil tes</p>		
<p>3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>), sesuai dengan konteks penggunaannya.</p> <p>4.11. Menangkap makna pemberitahuan (<i>announcement</i>).</p>	<p>Teks tulis pemberitahuan (<i>announcement</i>)</p> <p>Fungsi sosial</p> <p>Menjalin kedekatan emosional antar kerabat, rekan kerja, staf kantor, pengusaha dan pelanggan dsb. dengan cara menulis</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mencari teks tulis berbentuk pemberitahuan (<i>announcement</i>), termasuk yang menggunakan bahasa Indonesia. Siswa mengumpulkan gambar dan foto teks tulis berbentuk pemberitahuan (<i>announcement</i>) dari berbagai sumber termasuk internet, 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial pemberitahuan (<i>announcement</i>). Tingkat kelengkapan dan keruntutan pemberitahuan (<i>announcement</i>). Tingkat ketepatan 	4 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.12. Menyusun teks tulis pemberitahuan (<i>announcement</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<p>pemberitahuan tentang peristiwa penting, seperti kelahiran, perkawinan, wisuda, pindah ke gedung baru, dsb.</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <p>a. Menyebutkan tujuan <i>announcement</i> (pemberitahuan).</p> <p>b. Menyebutkan informasi rinci dari <i>announcement</i> (pemberitahuan).</p> <p>Unsur kebahasaan</p> <p>(1) Ungkapan dan kosa kata yang lazim digunakan <i>announcement</i> (pemberitahuan)</p> <p>(2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa</p>	<p>buku teks, dsb.</p> <ul style="list-style-type: none"> Siswa memberikan komentar dan pandangannya tentang fungsi teks tulis berbentuk pemberitahuan (<i>announcement</i>), ketepatan unsur kebahasaannya, format, tampilan, dsb. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara teks tulis berbentuk pemberitahuan (<i>announcement</i>) dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tulis berbentuk pemberitahuan (<i>announcement</i>). Siswa membaca secara lebih cermat semua teks tulis berbentuk pemberitahuan 	<p>unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</p> <ul style="list-style-type: none"> Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memahami dan membuat pemberitahuan (<i>announcement</i>). <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis dan membuat pemberitahuan (<i>announcement</i>) untuk fungsi nyata.</p> <p>Observasi:</p> <p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa memahami dan menghasilkan pemberitahuan 		<ul style="list-style-type: none"> Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource/files http://learnenglish.britishcouncil.org/en/ https://www.google.com/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>nominal</p> <p>(3) Ucapan, tekanan kata, intonasi</p> <p>(4) Ejaan dan tanda baca</p> <p>(5) Tulisan tangan</p> <p>Topik</p> <p>Peristiwa atau kegiatan penting yang terkait dengan hidup siswa di sekolah, rumah, dan masyarakat, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama dan bertanggung jawab</p> <p>Multimedia:</p> <p>Layout dan dekorasi yang membuat tampilan teks lebih menarik.</p>	<p>(<i>announcement</i>) yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya.</p> <ul style="list-style-type: none"> Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks tulis berbentuk pemberitahuan (<i>announcement</i>) untuk fungsi nyata di lingkungan kelas, sekolah, rumah, dan sekitarnya. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai teks tulis berbentuk pemberitahuan (<i>announcement</i>) yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa menganalisis perbedaan dan persamaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai teks tulis berbentuk pemberitahuan (<i>announcement</i>) yang telah dipelajari tersebut di atas dengan yang ada di sumber- 	<p>(<i>announcement</i>) sesuai fungsi sosialnya, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan membuat pemberitahuan (<i>announcement</i>), termasuk kemudahan dan kesulitannya.</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya berbagai pemberitahuan (<i>announcement</i>) yang 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat lebih banyak teks tulis berbentuk pemberitahuan (<i>announcement</i>) dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah. Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam membuat teks tulis berbentuk pemberitahuan (<i>announcement</i>) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>telah dibuat.</p> <ul style="list-style-type: none"> Kumpulan hasil analisis tentang beberapa berbagai pemberitahuan (<i>announcement</i>). 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i> sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</p> <p>4.13. Menangkap makna dalam teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman, kegiatan, kejadian, dan peristiwa.</p> <p>4.14. Menyusun teks <i>recount</i> lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks</p>	<p>Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa</p> <p>Fungsi sosial</p> <p>Melaporkan, meneladani, membanggakan, mengagumi, berbagi pengalaman, dsb.</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <p>a. Memberikan pendahuluan (orientasi) dengan menyebutkan orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan</p> <p>b. Menguraikan urutan kejadian secara kronologis, urut dan runtut</p> <p>c. Menutup dengan memberikan komentar atau penilaian umum</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks tentang pengalaman/kegiatan/kejadian/peristiwa dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap teks tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks tentang peristiwa/kejadian/pengalaman dari berbagai sumber, termasuk dari 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks <i>recount</i> tentang pengalaman/kegiatan/kejadian/peristiwa sederhana. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang pengalaman/kegiatan/kejadian/peristiwa dalam teks <i>recount</i>. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang pengalaman/kegiatan/kejadian/peristiwa dalam teks <i>recount</i>. 	14 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/americanenglish/resource_files http://learnenglish.britishcouncil.org/en/ https://www.google.com/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>tentang peristiwa/kejadian/ pengalaman yang telah disampaikan (opsional)</p> <p>Unsur kebahasaan</p> <p>(1) Kata kerja dalam Simple Past tense, Past Continuous Tense</p> <p>(2) Kosa kata: kata kerja yang menunjuk tindakan atau kegiatan</p> <p>(3) Adverbia penghubung waktu: <i>first, then, after that, before, when, at last, finally</i>, dsb.</p> <p>(4) Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, on Monday, an hour ago, immediately</i>, dsb.</p> <p>(5) Penggunaan nominal singular dan plural secara</p>	<p>internet, film, koran, majalah, buku teks, dsb.</p> <ul style="list-style-type: none"> Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tentang peristiwa/kejadian/ pengalaman. Siswa membaca semua teks tentang peristiwa/kejadian/ pengalaman yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> fungsi sosial setiap teks orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/ pengalaman yang akan disampaikan urutan kejadian secara kronologis, urut dan runtut komentar atau penilaian umum tentang peristiwa/kejadian/ pengal aman yang telah disampaikan (opsional, jika ada) kosa kata, tata bahasa, 	<p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis dan menghasilkan teks <i>recount</i> tentang pengalaman/kegiatan/ kejadian/peristiwa nyata di lingkungan sekitar.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang pengalaman/kegiatan/ kejadian/peristiwa, ketika muncul kesempatan, di dalam dan di luar kelas. Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kepedulian dan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(6) Ucapan, tekanan kata, intonasi</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p> <p>Topik</p> <p>Peristiwa, kejadian, pengalaman yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku santun, peduli, jujur, disiplin, percaya diri, kerjasama, cinta damai, dan bertanggung jawab.</p>	<p>ucapan, tekanan kata, ejaan, tanda baca yang digunakan</p> <ul style="list-style-type: none"> Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks tentang peristiwa/kejadian/pengalaman untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks <i>recount</i> tentang peristiwa/kejadian/pengalaman yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat beberapa teks tentang peristiwa/kejadian/pengalaman yang ada dalam kehidupan siswa di rumah, 	<p>kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</p> <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks <i>recount</i> tentang pengalaman/kegiatan/kejadian/peristiwa, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks <i>recount</i> yang menuntut pemahaman dan pemaparan tentang pengalaman/kegiatan/kejadian/peristiwa.</p> <p>Portofolio</p> <p>a. Kumpulan karya teks <i>recount</i> tentang pengalaman/kegiatan/kejadian/peristiwa yang telah dibuat.</p> <p>b. Kumpulan hasil analisis tentang</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb).</p> <ul style="list-style-type: none"> Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam membuat teks tentang peristiwa/kejadian/ pengalaman dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>beberapa teks <i>recount</i> tentang orang, pengalaman/kegiatan/ kejadian/peristiwa.</p> <p>c. Lembar soal dan hasil tes</p>		
3.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	<p>Teks naratif, berbentuk legenda sederhana</p> <p>Fungsi sosial</p> <p>Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur, meneladani nilai-nilai</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks naratif berbentuk legenda, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Siswa membaca dan 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat pemahaman fungsi sosial teks teks naratif berbentuk legenda rakyat, pendek dan sederhana. Tingkat kelengkapan dan keruntutan pemahaman isi pesan 	12 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana	<p>moral, cinta tanah air, menghargai budaya lain, dsb.</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <ol style="list-style-type: none"> Pendahuluan (orientasi) dengan memperkenalkan tokoh, tempat, waktu, terjadinya cerita. Penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita. Krisis yang terjadi terhadap tokoh utama (komplikasi) Akhir cerita di mana krisis berakhir (resolusi) dengan bahagia atau sedih Ulasan atau komentar umum (reorientasi), opsional. <p>Unsur kebahasaan</p> <ol style="list-style-type: none"> Tata bahasa: Simple Past tense, 	<p>mendengarkan legenda tersebut untuk memahami isi pesannya.</p> <ul style="list-style-type: none"> Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap legenda tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap legenda tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Secara kolaboratif, siswa mencari dan mengumpulkan beberapa legenda pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari legenda. Siswa membaca semua legenda yang telah terkumpul tsb., secara lebih cermat 	<p>legenda rakyat.</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan legenda rakyat. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Menganalisis isi pesan legenda rakyat.</p> <p>Observasi:</p> <p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa berusaha memahami dan menganalisis isi pesan legenda rakyat pendek dan 		<p>dengan benar dan akurat</p> <ul style="list-style-type: none"> Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/americanenglish/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>Past Continuous Tense</p> <p>(2) Kosakata: terkait karakter, watak, dan setting dalam legenda</p> <p>(3) Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dsb.</p> <p>(4) Adverbia dan frasa preposisional penunjuk waktu: <i>a long time ago, in 1776, during the war, immediately after the dry season</i>, dsb.</p> <p>(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(6) Ucapan, tekanan kata, intonasi</p> <p>(7) Ejaan dan tanda</p>	<p>dengan cara mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> - fungsi sosial setiap teks - tokoh, tempat, waktu, terjadinya cerita - krisis yang terjadi terhadap tokoh - akhir cerita di mana krisis berakhir - komentar atau penilaian umum tentang legenda (opsional, jika ada) - kosakata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa legenda yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam legenda yang mereka baca. 	<p>sederhana.</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menganalisis legenda rakyat, termasuk kemudahannya dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca teks yang menuntut pemahaman tentang legenda rakyat.</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan hasil analisis tentang beberapa legenda rakyat yang telah dibuat. • Lembar soal dan hasil tes 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>baca</p> <p>(8) Tulisan tangan</p> <p>Topik</p> <p>Cerita legenda yang memberikan keteladanan tentang perilaku santun, peduli, jujur, disiplin, percaya diri, kerjasama, cinta damai, dan bertanggung jawab.</p>	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyampaikan beberapa legenda pendek dan sederhana yang telah dibacanya kepada teman-temannya, dengan cara antara lain membacakan, menyalin dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi legenda, dsb. Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam memahami legenda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 			
<p>3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.16. Menangkap makna lagu sederhana.</p>	<p>Lagu sederhana</p> <p>Fungsi sosial</p> <p>Memahami pesan moral lagu dan menghargai lagu sebagai karya seni</p> <p>Unsur kebahasaan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan beberapa lagu berbahasa Inggris sangat sederhana yang memberikan keteladanan atau menginspirasi di dalam buku koleksi lagunya. 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial lagu. Tingkat kelengkapan dan keruntutan dalam memahami isi pesan lagu. 	4 JP	<ul style="list-style-type: none"> Buku Teks wajib Contoh lagu dalam CD/VCD/ DVD/kaset Kumpulan lirik

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(3) Ucapan, tekanan kata, intonasi</p> <p>(4) Ejaan dan tanda baca.</p> <p>(5) Tulisan tangan</p> <p>Topik</p> <p>Hal-hal yang memberikan keteladanan dan inspirasi untuk berperilaku peduli dan cinta damai.</p>	<ul style="list-style-type: none"> Siswa berusaha memahami isi pesan lagu dengan menguasai unsur kebahasaan di dalamnya. Hanya jika memungkinkan semuanya, siswa menyanyikan lagu-lagu tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan isi pesan dan unsur kebahasaan yang digunakan.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa membaca (dan jika memungkinkan, mendengarkan) salah satu lagu yang telah disalin. Siswa menirukan membaca nyaring (dan jika memungkinkan, menyanyikan) lagu tsb. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (isi pesan dan unsur kebahasaan) lagu tsb. Siswa menuliskan pendapat dan perasaannya tentang isi lagu tsb. dalam buku koleksi 	<ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai pemaparan tentang isi pesan serta pendapat dan perasaan siswa tentang isi pesan lagu. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas untuk menyebutkan isi pesan lagu secara singkat dan menyatakan kesan atau pendapatnya.</p> <p>Observasi:</p> <p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap interaksi siswa berusaha memahami 		<p>lagu</p> <ul style="list-style-type: none"> Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/ - http://www.myenglishpages.com/site_php_files/lyrics_and_songs.php

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		lagunya. Mengasosiasi <ul style="list-style-type: none"> Siswa membandingkan isi pesan dan unsur kebahasaan yang terdapat dalam beberapa lagu dalam buku koleksi lagunya tersebut di atas atau dengan lagu-lagu lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang pendapat dan perasaannya tentang lagu-lagu tersebut. Mengkomunikasikan <ul style="list-style-type: none"> Siswa membacakan dan melaporkan analisisnya tentang satu lagu lain pilihan sendiri dalam kerja kelompok, dengan cara menyebutkan isi pesan serta pendapat dan perasaannya tentang lagu tersebut. Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam memahami isi lagu dan 	fungsi sosial dan unsur kebahasaan dalam lagu. <ul style="list-style-type: none"> Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi tentang lagu. Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami fungsi sosial dan unsur kebahasaan dalam lagu, termasuk kemudahan dan kesulitannya. Tes tertulis Membaca pemahaman tentang isi pesan lagu. Portofolio		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	<ul style="list-style-type: none"> • Kumpulan lagu yang ditulis tangan • Kumpulan hasil analisis tentang beberapa lagu yang telah dibuat. • Lembar soal dan hasil tes 		



Bahasa Inggris



Talking about Self

Complimenting and Showing Gratitude

Expressing Intention

Describing People

Congratulating Others

Visiting Ecotourism Destination

Giving Announcement

Visiting Niagara Falls

Describing Historical Places

SMA/MA
SMK/MAK

Kelas

X

Semester 1

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Dilindungi Undang-Undang

MILIK NEGARA
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Disklaimer: Buku ini merupakan buku guru yang dipersiapkan Pemerintah dalam rangka implementasi Kurikulum 2013. Buku guru ini disusun dan ditelaah oleh berbagai pihak di bawah koordinasi Kementerian Pendidikan dan Kebudayaan, dan dipergunakan dalam tahap awal penerapan Kurikulum 2013. Buku ini merupakan "dokumen hidup" yang senantiasa diperbaiki, diperbaharui, dan dimutakhirkan sesuai dengan dinamika kebutuhan dan perubahan zaman. Masukan dari berbagai kalangan diharapkan dapat meningkatkan kualitas buku ini.

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Chapter 1

Talking about Self



Source: Dokumen Kemdikbud
Picture 1.1

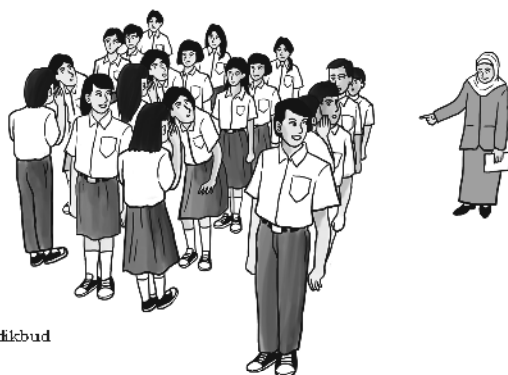
Tujuan Pembelajaran:

Setelah mempelajari Bab 1, siswa diharapkan mampu:

1. Menggunakan bahasa Inggris dalam berkomunikasi tentang pemaparan jati diri dengan guru dan teman.
2. Menunjukkan perilaku santun, peduli, dan percaya diri dalam melaksanakan komunikasi tentang pemaparan jati diri.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri.
4. Merespon makna teks pemaparan jati diri lisan dan tulis.
5. Menyusun teks lisan dan tulis sederhana tentang pemaparan jati diri.

A WARMER: CHINESE WHISPER

Your teacher will divide the class into 4 groups and show you how to play Chinese Whisper. Listen to your teacher's explanation and do the activity as quickly as possible. Try to be the winner.



Source : Dokumen Kemdikbud
Picture 1.2

Discuss with your friends what characters your group needs in order to do the activity successfully and to become the winner.

B VOCABULARY BUILDER

**Match the words with their Indonesian equivalents.
Compare your work to your classmate's.**

pen pal (<i>noun</i>)	kereta komuter
sound (<i>verb</i>)	sangat menyukai
run (<i>transitive verb</i>)	jauh
(be) into (<i>preposition</i>)	nampaknya
attend (school, college) (<i>verb</i>)	sahabat pena
distant (<i>adjective</i>)	bahasa pertama
commuter train (<i>noun</i>)	bersekolah/kuliah
magnificent (<i>adjective</i>)	luar biasa
mother tongue (<i>noun</i>)	mengelola
half sister/brother (<i>noun</i>)	saudara tiri

C PRONUNCIATION PRACTICE

Listen to your teacher reading these words. Repeat after him/her.

pen pal	: / pen pæl /
sound	: / saʊnd /
run	: / rʌn /
(be) into	: / ɪntu /
attend	: / ətend /
distant	: / dɪstənt /
commuter train	: / kəmjutə treɪn /
magnificent	: / məɡnɪfɪs ə nt /
mother tongue	: / mʌðər tʌŋ /
half sister/brother	: / hʌf brʌðər/sɪstər /

D READING

Task 1: Jigsaw

Read the text carefully. Your teacher will identify you as A or B. Students identified as A, read Text 1; students identified as B, read Text 2.



Source: Dokumen Kemdikbud
Picture 1.3

Text 1:

An email from Hannah

The screenshot shows a web browser window with the address bar displaying `au-mg6.mail.yahoo.com/neo/launch?.rand=8o58tdqr8sft#mail`. The page header features the "YAHOO! MAIL" logo and search bars for "Search Mail" and "Search Web". Below the header, navigation tabs include "INBOX", "CONTACTS", "CALENDAR", and "intro". The left sidebar shows email folders: "Inbox (5)", "Drafts (2)", "Sent", and "Spam (169)". The main content area displays an email draft with the following details:

- To:** alia-nur@yahoo.com
- Subject:** intro
- Buttons:** Compose, Send, Save Draft (Saved at 2:52 AM)
- Rich Text Editor:** Includes icons for text color, background color, bold, italic, underline, link, unlink, list, and indent.

The email body contains the following text:

Hello, Alia! Let me introduce myself. My name is Hannah.

I know your name from my friend, Caroline. She told me that you sent her an email telling her that you would like to have more **pen pals** from the US. I'd really like to be your E-pal. You **sound really cool!**

I guess I'd better tell you something about myself first. I'm 16 years old and I attend Thomas Edison High School here in Minneapolis, Minnesota, USA. I have two brothers and two **half sisters** and I'm the middle child. My father died a few years ago so my mother **runs** the house and the family business. My father was a barista.

I have lots of hobbies. I like music – mostly classical music and folk music – but I don't play an instrument. I like sports, especially tennis and basketball. At school I'm in the basketball team and I spend most of my extra-curricular time playing basket ball. **I'm into** animals very much. My sister and I have three dogs, a rabbit and an iguana. They need lots of attention as you can imagine. At school, I have many Hmong friends who were not fully fluent in English. Their family moved here from Asia. I enjoy talking to them about our different cultures. My favorite subjects at school are art and geography. I think I'd like to become a park ranger when I graduate, perhaps work for the National Parks Service.

I haven't got much interest in fashion, although we have 'Mall of America,' the biggest mall in Minnesota. We can reach the mall very easily. A **commuter train** runs every 15 minutes, buses also come from different directions. We can also drive to the mall. It's much faster than going there by train or by bus.

I don't like reading but I love drawing and painting.

How about you? Please drop me a line, Alia! Can't wait to hear from you!

Hannah

At the bottom of the draft, there is a "Send" button, a rich text editor toolbar, and a status indicator "Saved at 4:22 PM".

Text 2:

A letter from Saidah

Assalamu'alaikum Alla,

It was very interesting to read your letter about yourself and your hometown. I would really like to be your pen friend.

I'm a sixteen-year-old school student from Johor Bahru in Malaysia. Actually I **attend** an Islamic boarding school just outside the city but my family live in Kuala Lumpur. My eldest sister is a medical doctor. She will get married soon. My younger brother is an elementary school student in KL but he often writes to me via email.

My favorite subjects are social sciences. I like history very much; it helps me know more how different countries existed in the past. At school we are supposed to use English at all times, even when we are in the dormitory, so we have become quite fluent although sometimes we slip back into Malay, which is our **mother tongue**.

As for hobbies, I'm **really into** songs and music. My favorite singer is Yusuf Islam whose former name was Cat Steven. He's so cool! Another singer I like is Maher Zain with his religious songs. My favorite Malay singer is of course Siti Nurhaliza. I also like watching movies, especially comedies. The actor I like best is Tom Cruise.

I'm **really into** books. I like reading novels and short stories, mostly by Malay authors who you probably haven't heard of. I like some writers in English, like JK Rowling and Indonesian writers too, like Andrea Hirata and Ahmad Fuadi. My dream, when I'm older, is to be a writer of science fiction books set in the **distant** future.

I'd really love to come to Indonesia some day. I heard that it has the largest number of Muslims of any country. A book that I've just read mentions that there are some **magnificent** places to visit, such as, Bali, Sulawesi, Papua and Borneo! What about you, do you want to visit my country? Wassalam, Saidah

Cheers,
Saidah

Task 2:

After reading the text, in the chart below, identify the main ideas of the paragraphs, and then write the most important details in your own words. Students identified as A, refer to Text 1; students identified as B, refer to Text 2.

Text 1

Paragraph	Main Idea	Details
1	Hannah introduces herself.	<ul style="list-style-type: none">- Hannah knew Alia from Caroline.- Caroline told Hannah that Alia wanted to have pen pals from USA
2		
3		
4		
5		
6		

Text 2

Paragraph	Main Idea	Details
1	Saidah was happy to receive Alia's letter.	Saidah wants to be Alia's pen friend.
2		
3		
4		
5		
6		



Source : Dokumen Kemdikbud
Picture 1.4

Task 3:

Work in pairs. If you have read Text 1, refer to Questions II; if you have read Text 2, refer to Questions I. Read the questions for your partner to answer.

COMPREHENSION QUESTIONS I

Answer the following questions briefly.

1. How does Hannah contact Alia? Is there anybody introducing Hannah to Alia?
2. Does Hannah want to be Alia's friend?
3. Where does Hannah study?
4. Tell me about Hannah's family!
5. What are Hannah's hobbies?
6. Does she like animals? What animals does she have?
7. What do Hannah and her Hmong friends love to do?
8. What profession would she like to have after graduating from her school?
9. She isn't interested in fashion. Why?

COMPREHENSION QUESTIONS II

Answer the following questions briefly.

1. Does Saidah want to be Alia's friend?
2. Where is she from?
3. Where does Saidah study?
4. Tell me about Saidah's family!
5. What are Saidah's hobbies?
6. Does she have favorite singers? (If yes, who are they?)
7. Does she like reading books? Which authors does she like?
8. What profession would she like to have later?
9. Is she interested in visiting Indonesia? How does she know Indonesia?

Complete the following sentences using the words in the box. Remember to use the correct forms of verbs.

E-pal	sound
half sister	(be) into
mother tongue	attend
distant	commuter train
run	magnificent

1. Samuel and Sholeh are experienced in preparing a wide range of menus, from simple dishes like boiled eggs and fried rice to the difficult ones like the delicious *rendang* and *rawon*. They _____ really _____ cooking.
2. Is it true that you went scuba diving in Bunaken National Marine Park in your holiday? Wow, it _____ really cool. I wish I could go there too.
3. What I love about _____ is that it takes us to our workplace and brings us home quickly because it does not get caught in traffic jam.
4. The government _____ a television station which offers many useful programs and shows few commercials.
5. The teacher and the students were talking about the _____ performance of GARUDA, the Indonesian national football team.
6. Rudi does not understand the local language. His _____ is Indonesian.
7. I am a senior high school student. Now, my childhood in kindergarten feels like a _____ memory. I remember only few classmates.
8. Nina and Ami are good friends at college. They used to _____ the same schools, from elementary to secondary.
9. An _____ is someone you make friends with by writing emails. He/She might live in another country, so you might never meet him/her.
10. Firda is now very happy to have a _____, a baby girl from her mother's second marriage.

F TEXT STRUCTURE

THINK-PAIR-SHARE

Task 1:

Individually, complete the following chart to find out the structure of the email or the letter above, depending on which text you have read.

Parts of the Letter/ Email	Purposes	Details
Opening	To start the communication	
Contents		
Closing		

Task 2:

Work in pairs (Students A and B) to discuss the text structure, and then share this with the class. Use the following prompts to help:

- What details can you find in the opening?
- What's the purpose of telling the contents?
- What details can you find in the contents?
- What's the purpose of writing the closing?
- What details can you find in the closing?

G GRAMMAR REVIEW

Using *be* and *have*

Task 1:

Study the following pairs of sentences to identify the use of *be* (*am, is, are*) and *have* (*have, has*). Do you notice the differences?

Examples:

- a. I *am* sixteen years old.
b. I *have* an older sister and a younger brother.
- a. Caroline *is* in the United States.
b. She *has* many friends from Indonesia.
- a. Nina and Ami *are* active students.
b. They *have* many interesting hobbies.
- a. I *am* a computer programmer.
b. I *have* many certificates that show my knowledge and skills in computer programming.
- a. John *is* a barista in a luxurious cafe.
b. He *has* a lot of friends, who love the coffee he prepares.
- a. We *are* amazed by the beautiful scenery.
b. We *have* many interesting places to visit in this country.

After observing the above examples, do you know how to decide whether to use *am/is/are* or *have/has*? Is it because the subjects are singular or plural? Do you also know when to use *have/has* instead of *am/is/are*? Is it because the sentences have *complements*? Is it because the sentences have *objects*?

Task 2:

Complete the sentences with *be* or *have*. Remember to use the correct forms.

- The class _____ very boring because the students _____ no activities.
- Alia _____ a new pen pal from America. Alia _____ lucky because now she can practice writing in English.
- Maher Zain _____ Saidah's favorite singer. He really _____ good voice.

4. My hobby _____ reading novels. I _____ a collection of good novels.
5. Bali _____ magnificent scenery. In fact, it _____ one of the most wonderful islands in the world.
6. My younger sister and I _____ three cats. They _____ cute.
7. Our favorite subjects _____ Math and English. We _____ a great time when we do math and English exercises.
8. Caroline and Hannah _____ similar interests in fashion. They _____ crazy about the newest trends in fashion.
9. Bob _____ a gadget maniac. He always _____ the latest version of mobile phone, which is actually not necessary.
10. Sita _____ a dream of becoming one of the next female president of Indonesia. She _____ optimistic about her dream.
11. My pen friend and I _____ a plan to meet in person. We _____ anxious to see one another.
12. The internet _____ really useful for my life as a student. It _____ a lot of important information.

H SPEAKING

GUESSING GAMES: Who Am I?

You'll play a kind of guessing game **'Who Am I?'**. Your teacher will put a post-it paper with one of the words below on your back. You need to work in pairs and guess what the word on your back is by asking questions. Your partner may only answer your questions with either 'yes' or 'no'. Observe the following examples of the questions.

-Does it relate to a family relationship?
-Am I female?
-Am I a mother?

- Does it relate to a profession?
- Do I work in a hospital?
- Am I a medical doctor?

-Does it relate to a hobby?
-Am I an outdoor activity?
-Am I related to music?

brother, sister, father, mother, teacher, medical doctor, barista, engineer, footballer, author, computer programmer, police officer, musician, painting, reading, singing, hiking, going shopping, outdoor guide

INTRODUCTION GAME: Party Time

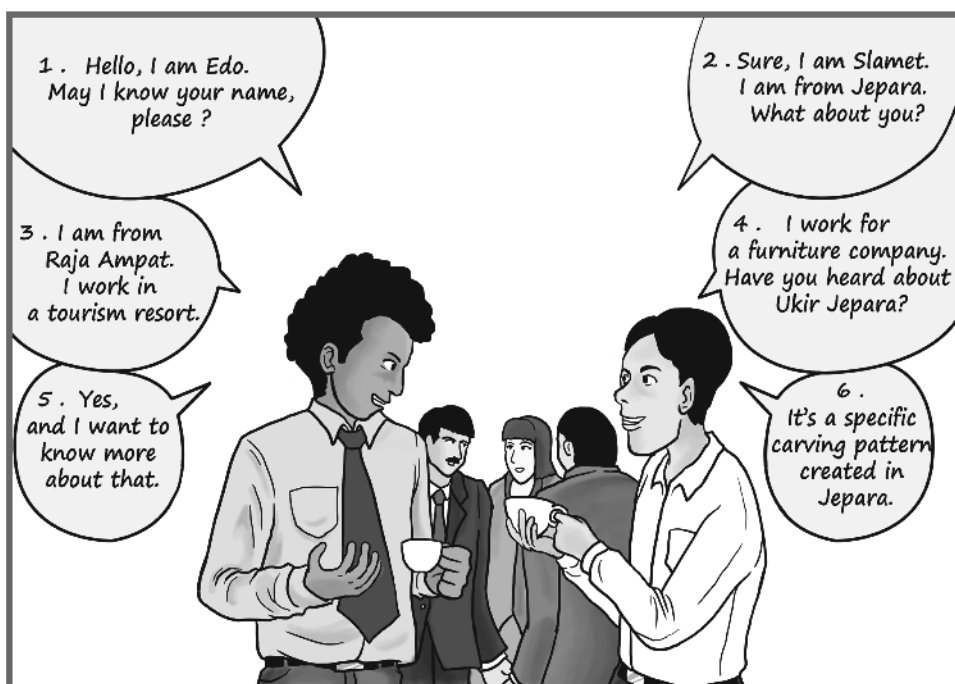
Look at the picture.

- What do you think they are doing?
- Where does it take place?
- Why do you think so?

Check your answer with your friends.



Source : <http://www.spazioblendtower.it/spazio-blend-tower-sala-eventi/>
Picture 1.5



Source : Dokumen Kemdikbud
Picture 1.6

Imagine that you're invited to that party. Think about a new identity that you have. Then, talk to the other guests and introduce yourself; tell about your family, your profession, and your hobbies. You may ask another guest with questions like:

May I know your name please?
Can you tell me what your profession is? Or,
What do you do?
What're your hobbies?
Do you like painting?
Do you like music?

Think of other questions. You may also introduce your friends to other guests. Introduce yourself or your friends to at least two people.

I WRITING

Responding to an email / a letter

Imagine that you're Alia. Write an email or a letter responding to the email or letter you've read and discussed. Use the following questions to guide you.

Guiding questions for the email/letter:

1. What do you write to start your response to an email/a letter?
2. What details do you write in your email/letter? (How old are you? Where do you attend senior high school? What are your hobbies? How many siblings do you have? Etc.)
3. What do you write to end your letter/email?

At the end of this chapter, ask yourself the following questions to know how effective your learning process is.

1. Have you been able to understand the letter/email and the talk about one self?
2. Do you know how to describe yourself?
3. Can you write or talk about yourself?

If your answer is 'no' to one of these questions, see your teacher and discuss with him/her on how to make you understand and be able to write or talk about yourself better.



This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**“Accept responsibility
for your life.
Know that it is you
who will get you
where you want to go,
no one else.”**

Les Brown

Chapter 2

Complimenting and Showing Care



Source: Dokumen Kemdikbud
Picture 2.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 2, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris dalam berkomunikasi tentang pujian dan perhatian dengan guru dan teman.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi tentang pujian dan perhatian.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap (*extended*) serta responnya.
4. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perhatian (*care*) serta responnya.
5. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap (*extended*).
6. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (*care*).

A WARMER

Work individually to classify the following phrases into two kinds of situation: situation A, in which you may compliment people; and situation B, in which you may show your sympathy. Then, compare your work to your friend'. Explain the reason for the classification.

have stomachache, get a trophy, have a nice new hair cut, buy a cool hat, get cuts and bruises, lose money, get several new pimples, wear self-made shirt, receive scholarship, meet a longed-for best friend, ace the history test, burn the delicious chicken soup, hit by a *becak*, make up with a friend after having an argument, fail a test, winning a speech contest, be unable to sleep.

B VOCABULARY BUILDER

Write down the English words for the following Indonesian words. Compare your work to your classmate's.

s k _ _ _ (noun)	= rok
_ _ _ d e _ _ _ _ (adjective)	= bagus sekali
_ _ r r _ _ _ _ (adjective)	= hebat
_ _ _ _ i r _ (verb)	= menginspirasi
_ _ _ u d (adjective)	= bangga
_ _ c e _ _ _ (verb)	= menerima
_ _ _ _ es (noun)	= salam/doa
_ _ _ _ _ n g (adjective)	= penyembuh
_ _ o u _ _ _ (noun)	= pikiran/angan/harapan
_ _ le (adjective)	= pucat
_ _ _ r e _ _ _ _ _ (verb)	= menghargai
_ _ d y (verb)	= merapikan
_ _ _ f f (verb)	= membuat empuk/lembut
_ _ _ _ _ g h _ _ _ (verb)	= menarik/merapikan

C PRONUNCIATION PRACTICE

Listen to your teacher reading these words. Repeat after him/her.

skirt	: /skɜːrt /
wonderful	: / 'wʌndəf ə l /
terrific	: / tə'rɪfɪk /
inspire	: / ɪn'spaɪə /
proud	: / praʊd /
receive	: / rɪ'siːv /
wishes	: / wɪʃ /
healing	: / 'hiːlɪŋ /
thought	: / θɔːt /
pale	: / peɪl /
appreciate	: / ə'priːʃiət /
tidy	: / 'taɪdi /
fluff	: / flʌf /
straighten	: / 'streɪtn /
sheet	: / ʃiːt /

D DIALOG: COMPLIMENTING

Task 1:

Read the dialog carefully.

- Rahmi : Hello. How are things going on, Sinta ?
Sinta : Hi. Good, and you?
Rahmi : I'm feeling great today. How was your weekend with your family in Batu?
Sinta : Excellent! We had a lovely time there. You should have gone there with us.
Rahmi : Really? Hey, what a beautiful skirt you are wearing. It matches your blouse.
Sinta : Thanks a lot. My sister bought it for me last month.
Rahmi : Wow! That's wonderful.
Sinta : Oh, Rahmi, can I ask you something?
Rahmi : Oh, sure. Please.
Sinta : Have you finished writing the book we discussed two months ago?

Rahmi : Yes. Come to my room. Look at this. What do you think?
 Sinta : Terrific. I like the cover. Let me see the contents.
 This book is excellent. You really did a great job.
 Rahmi : Thanks a lot. You've inspired me to do this.
 Sinta : Your publisher should send it to all bookstores here.
 Rahmi : Yes, you're right. The publisher will do it for me.
 Sinta : Well, that's great. I am proud of you, Rahmi.
 By the way, I've got to go now. Have a nice day!
 Rahmi : You, too.



Source: Dokumen Kemdikbud
 Picture 2.2

Task 2:

Read the sentences. Are they true or false based on the dialog above?

- | | |
|---|-----|
| 1. Three people are involved in the conversation. | T/F |
| 2. The conversation takes place in an office. | T/F |
| 3. Rahmi is Sinta's sister. | T/F |
| 4. Rahmi went to Batu with her family. | T/F |
| 5. Rahmi gives a compliment to Sinta's clothing. | T/F |
| 6. Sinta wrote the excellent book. | T/F |
| 7. Sinta compliments Rahmi's book. | T/F |
| 8. Rahmi does not like Sinta's compliment. | T/F |

Notes:

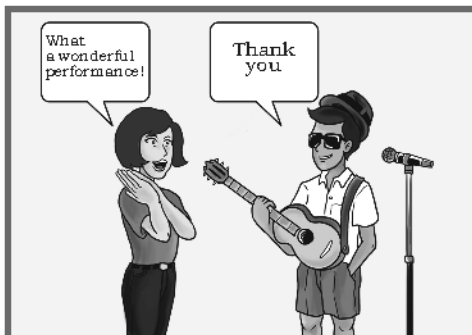
COMPLIMENTING

Compliment is an expression to appreciate or praise other people. Compliment is useful to give encouragement so that people will keep on doing their best and even improve their performance.

When to express compliment :

- On general occasion,
- When someone has done his/her best,
- When you visit someone's house for the first time,
- If you notice something new about someone's appearance.

Can you think of other situations when you need to compliment?



Source: Dokumen Kemdikbud
Picture 2.3



Source: Dokumen Kemdikbud
Picture 2.4



Source: Dokumen Kemdikbud
Picture 2.5



Source: Dokumen Kemdikbud
Picture 2.6



Source: Dokumen Kemdikbud
Picture 2.7

Task 3: Pair work

Practice complimenting and responding to the compliments in pairs. One of you becomes A, and the other becomes B.



Source: Dokumen Kemdikbud
Picture 2.8

- A1.** B is working really hard. A compliments B. B responds to the compliment happily.
- A2.** B is showing a very nice drawing. A compliments B. B responds to the compliment.
- B1.** A is wearing a new pair of shoes. B compliments A. A responds to the compliment.
- B2.** A looks beautiful in her new skirt. B compliments A. A responds to the compliment.

Read the dialog carefully.

Today Imran is not feeling well. He is staying at home. He has just received a sympathy card through an email from his sister who lives far away in Singapore. The card says, "Sending you sunny smiles, warm wishes, and healing thoughts . . . Hope today finds you feeling much better!"

Many of his friends also come to his house.

Rama : You look so pale. I bring you some soup, fix you some tea and bake you some treats. Hope you recover soon.

Imran : Thanks a lot. What a lovely friend you are! I really appreciate that.

Rido : I'd also water your plants and tidy your room.

Imran : Thank you very much. I'm glad you do it for me.

Ramon : To help you feel better, I'd fluff up your pillow and straighten your sheets.

Imran : I am so grateful to you. You're the best friends I have ever had.

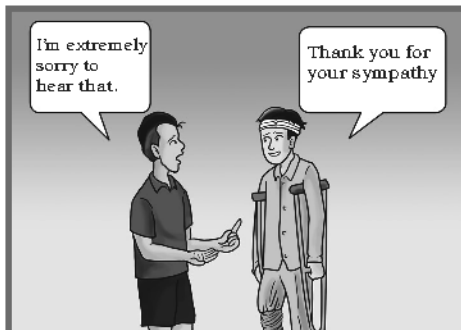
Notes:**Showing Care/Sympathy**

Sympathy expression is an expression or feeling of pity and sorrow when we know and see people are unlucky, have trouble, or are in bad condition. For example, our friend is sad because his/her grandfather is sick. We can entertain him/her by showing sympathy. By expressing sympathy, we want to show our concern or care for other people's condition.

The purpose of expressing sympathy is to comfort people who have trouble or are in bad conditions. It is also aimed to let people know that we care for them. We can express sympathy directly to him/her orally by saying something supportive. In this way, we let our friend know that we know about his/her sadness and we let our friend know that we care and want to help him/her. If the person who is in trouble is far from us, we can send him/her a letter, postcard, short message service (sms), or email to show our care/sympathy.

Look at the following three situations that we need to consider when expressing care.

Formal situation



Source: Dokumen Kemdikbud
Picture 2.9



Source: Dokumen Kemdikbud
Picture 2.10

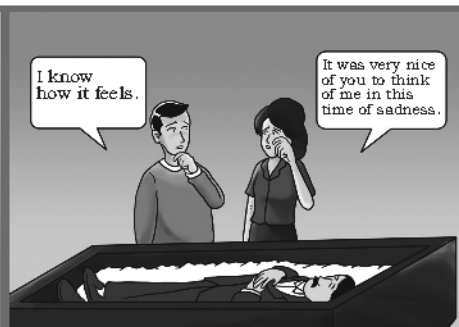


Source: Dokumen Kemdikbud
Picture 2.11

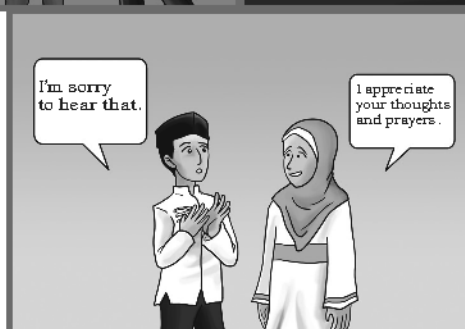
Neutral Situation



Source: Dokumen Kemdikbud
Picture 2.12



Source: Dokumen Kemdikbud
Picture 2.13



Source: Dokumen Kemdikbud
Picture 2.14

Informal Situation



Source: Dokumen Kemdikbud
Picture 2.15



Source: Dokumen Kemdikbud
Picture 2.16

Source: Dokumen Kemdikbud
Picture 2.17

F SPEAKING

Task 1:

Identify which numbers are compliments and which are expressions of care/sympathy.

Task 2:

Complete the spaces in the table with expressions of compliment/care and responses.

No	Compliments/Care	Responses
1.	You are such a nice boy.	
2.	You've helped me a lot during my difficult situation.	That's what friends are for.

3.		Thank you. You remember my birthday when nobody does.
4.	I am sorry about your accident. I'll always be here if you need my help.	
5.		I love you, too, sweetie.
6.	What a wonderful performance!	
7.	I know you have tried your best. I am sure next time you will get a better score.	
8.		Thank you
9.	Good job! Well done.	
10.	If you need anything, please just call me.	

Task 3:

Let's play scissors, rock, and paper.

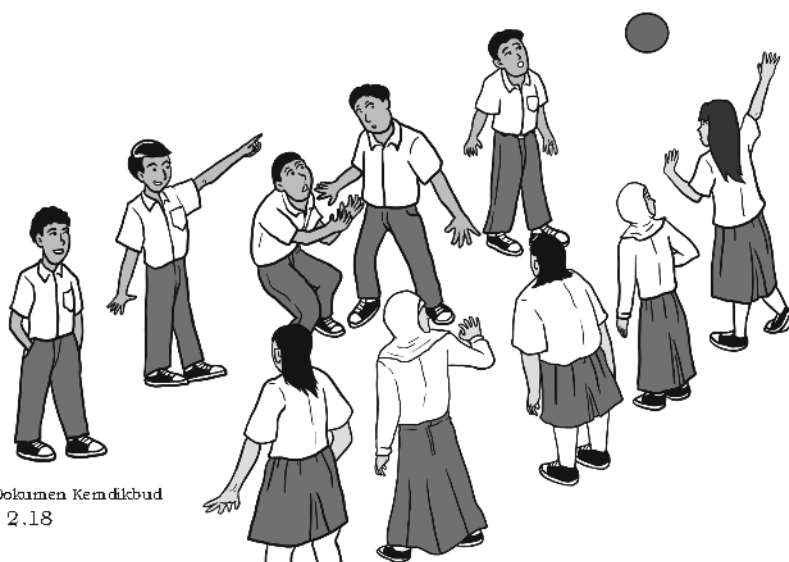
Work in pairs. Play scissors, rock, and paper. The winner chooses a situation from which he/she makes an expression of compliment or care. The partner responds to the expression. After that, do the scissors, rock, and paper again. Continue doing that with all the situations provided below.

Compliments	Care/sympathy
Situation 1 You see your friend with her new haircut.	Situation 2 Your friend has just lost his jacket.
Situation 3 Your sister can drive very well.	Situation 4 Your brother is sick.

Situation 5 Your best friend handled the problem successfully.	Situation 6 Your younger sister got a bad score.
Situation 7 You visit your friend's house for the first time.	Situation 8 Your friend did not win the drawing competition.
Situation 9 Your friend submitted her project on time.	Situation 10 Your friend's father has just lost his company.
Situation 11 Your sister's team won a game.	Situation 12 Your friend's grandmother has passed away.
Situation 13 Your brother has just bought a new, smart robot.	Situation 14 Your friend has just got an accident.
Situation 15 Your friend has a new T-shirt.	Situation 16 Your friend got his motorbike stolen.

Task 4: Ball Throwing

- Your teacher will tell you how to do the activity.
- In turns, make a compliment or show sympathy and give a response to the expressions.



Source : Dokumen Kemdikbud
Picture 2.18

POINTS TO PONDER

1. Have you ever had an experience of visiting someone being hospitalized? Who was he/she? How did you feel? What did you say?
2. Have you ever given any compliments to someone? Who is he/she? Why did you compliment him/her? How did your friend feel when you complimented him/her? How did your compliment make him/her feel?

G WRITING

Task 1:

Write responses to the following sympathy cards. You may choose two among the four cards.

1.



Source : Dokumen Kemdikbud
Picture 2.19

*Tony,
There are no words that can truly ease the
pain of a sudden loss like this...
But if caring thoughts can help, they are
with you there right now.*

*With Heartfelt Sympathy,
Ana*

2.



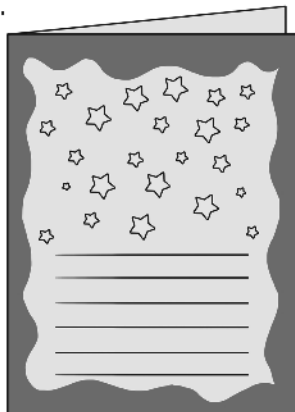
Source : Dokumen Kemdikbud
Picture 2.20

Just wanted you to know, Budi...

*I'm thinking of you
during this difficult time.*

Bima

3.



Source : Dokumen Kemdikbud
Picture 2.21

*Rina,
I have this feeling
there's one more star up in the sky tonight.
And even though it's far away, its
brightness and warmth still reach us here
to make the night a little less dark,*

*With My Deepest Sympathy,
Ria*

4.



Source : Dokumen Kemdikbud
Picture 2.22

*Reaching out to you
in sympathy and friendship
to let you know
how much I care.*

Indah

Task 2:

Write a short letter for the following situations . The people in the situations below live far away from you. Choose 1 among the four situations.

1. Your friend's father has just passed away.
2. Your friend from England has lost his pet.
3. Your sister failed to be admitted to a university.
4. Your uncle just got an accident.

At the end of this chapter, ask yourself the following questions to know how effective your learning process is.

1. Do you know how to compliment people, and when do you need to do that?
2. Do you also know how to express care or sympathy to people, and when do you need to do that?

If your answer is 'no' to one of these questions, read this chapter and do the activities again. Don't hesitate to see your teacher or more able classmates and discuss with them how to make you understand and be able to use the expression better.

“The only thing that stands between you and your dream is the will to try and the belief that it is actually possible.”

Joel Brown

Chapter 3

Expressing Intention



Source: Dokumen Kemdikbud
Picture 3.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 3, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris dalam berkomunikasi dengan guru dan teman untuk menyatakan dan menanyakan niat melakukan suatu tindakan.
2. Menunjukkan perilaku jujur, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi tentang menyatakan dan menanyakan niat melakukan suatu tindakan.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu.
4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu.

A

WARMER

Look at the pictures below. Do you know these places? Why do you think people visit these places? What can they do there? Which one do you prefer to visit? Why? Discuss with your friends.



Source: <http://tipsberwisatamurah.com/wp-content/uploads/2013/07/Wisata-Terekstis-di-Bali-Pantai-Kuta.jpg>

Picture 3.2

Beach



Source: <http://www.ancol.com/upload/photo/2012/12/08/ed5547c2f9f5402566ecdbff78e846da.JPG>

Picture 3.3

Amusement park



Source: http://gambar-rumah.com/attachments/jakarta-barat/269561d1354773609-sewa-harian-condominium-mal-taman-anggrek-2br-ff-lux-6893829009_b1fa6ddb67_b.jpg

Picture 3.4

Mall



Source: <http://wildan220688.files.wordpress.com/2012/10/01-gunung-semeru.jpg>

Picture 3.5

Mountain

B VOCABULARY BUILDER

A to Z

Look at the pictures in the warmer section again. Make a list of any words (nouns or verbs) that are related to the pictures. The words that you find should start with letters A to Z.

A: _____	N: _____
B: _____	O: _____
C: _____	P: _____
D: _____	Q: _____
E: _____	R: _____
F: F erris wheel (big wheel)	S: _____
G: _____	T: _____
H: _____	U: _____
I: _____	V: _____
J: _____	W: _____
K: _____	X: _____
L: _____	Y: _____
M: _____	Z: _____

C DIALOG: EXPRESSING INTENTION

Task 1:

Read the following conversation. Take turns with your friends doing the roles.

HOLIDAY PLANS

A long weekend is coming. Riri, Santi, and Bayu are talking about their plans.

Riri : It will be a long weekend soon. Do you have any plans?

Santi : Uhm, I'm not sure. I don't have any idea yet. I think I might stay at home.

Bayu : Stay at home? Well, you could do something more interesting!

Santi : So, what about you Bayu? Do you have any plans?

Bayu : Definitely! My dad and I are going to go fishing.

Santi : Fishing? It sounds boring too! Are you going to go fishing in the river near your house?

Bayu : No. We plan to go fishing in a lake near my uncle's house. Would you like to come with us?

Santi : Fishing? I don't really like fishing. I would rather stay at home than go fishing.

Bayu : What about you, Riri? What would you like to do on the long weekend?

Riri : I have made a plan with my mother about what to do on this long weekend. We are going to practice baking cookies.

Santi : That sounds like a very good plan!

Bayu : Are you going to bake choco chips cookies like the last time?

Riri : Well, yes. That is my favorite. But we will also try to make ginger cookies.

Santi : Oh, how I envy you. My mother is going to accompany my little brother to attend a drawing competition. I don't think I can ask her to teach me baking cookies.

Bayu : Ha ha, I guess you should enjoy staying at home alone.

Riri : Oh, would you like to join me to learn baking cookies? You can come to my house.

Bayu : It's a good idea! Or will you go fishing with me and my dad?

Santi : Uhm, not fishing I guess. But I think I would like to bake cookies with Riri. Thanks for asking me to join you Riri.

Riri : No problem. I will call you on Friday to let you know the time when we can start.

Santi : Thanks a lot. I will be waiting for your call.

Bayu : Have a nice long weekend everyone.

Riri, Santi : You too.

Task 2:

Later, Riri, Bayu, and Santi talk again about the plan. This time they want to do something together. Continue the conversation based on the given hint.

Riri : Let's do something together this long weekend.

Santi : It's a great idea! What about _____?

Bayu : Or we could _____?

Riri : _____

Santi : _____

Bayu : _____

Riri : We will _____

Santi : _____

Bayu : I would rather _____

Riri : _____

Santi : _____

Bayu : _____

Riri : _____

Santi : So, we are going to _____

Bayu : _____

Task 3:

What do you need to consider before visiting a place? Destination? Budget? Safety? Usefulness? Time? Discuss with your friends.

D VOCABULARY EXERCISES

Use the words you have listed in section B to make sentences. You may use more than one word in a sentence.

1. _____

2. _____

3. _____

4. _____

5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

E GRAMMAR REVIEW

Using ***I WOULD LIKE TO, I WILL, I AM GOING TO***
and ***WOULD RATHER***

Task 1:

Look at the excerpt from the text below. Study the sentences by paying attention to the words in the bold-typed expressions.

Santi : So, what about you, Bayu? Do you have any plans?

Bayu : Definitely! **My dad and I are going to go fishing.** We plan to go fishing in a lake near my uncle's house. Would you like to come with us?

Santi : I don't really like fishing. **I would rather** stay at home than go fishing. What about you, Riri? **What would you like to do** on the long weekend?

Riri : I have made a plan with my mother about what to do on this long weekend. **We are going to practice baking cookies.**

Bayu : **Are you going to bake choco chips cookies** like the last time?

Riri : Well, yes. That is my favourite. But **we will also try to make ginger cookies.**

Riri : Oh, **would you like to join me to learn baking cookies?** You can come to my house.

Bayu : It's a good idea! Or **will you go fishing** with me and my dad?

Santi : Uhm, not fishing I guess. But I think **I would like to bake cookies** with Riri. Thanks for asking me to join you Riri.

Task 2:

Read again the dialogue above. Identify the bold-typed expressions and fill in the table below with the question and statement forms of the expressions.

See the example.	Question form	Statement form
I would like...		I would like to bake cookies.
I will ...		
I am going to ...		
I would rather ...		

F SPEAKING**Task 1:**

Make up a short dialogue for the following situations.

- 1. You plan to do the Biology project at the library after school.
You ask your best friend to do it together with you.**

2. You plan to go to the movie this weekend. You ask several friends to go with you. Two of your friends definitely agree with you, but two others cannot make up their minds.

3. School holiday is coming soon. You have a plan to go to your grandma's house in the country. You want to find out what your friend is planning.

- 4. It will be the school's anniversary next month. You and your friends are discussing the plan for the class performance. One of them seems to disagree with the idea because he thinks that it will need a lot of money.**

- 5. A friend is absent because she is sick. You plan with your friends to visit her this afternoon. However, one of them makes an excuse for not going.**

Task 2:

Act out one of the dialog for the class.

Task 3:

Speech

1. First, imagine that you are a candidate for head of the student's organization.
2. You are preparing a campaign for your promotion to be head of the student's organization.
3. Make an outline of the plan that you will do if you are selected as president or head of student's organization.

For example: *If I am selected as the head of the student's organization, I will support sport competition in our school. We are going to have more regular practice of sports like soccer and badminton so that we can win in competitions. I would also like to etc.*

4. Present your speech in front of the class.

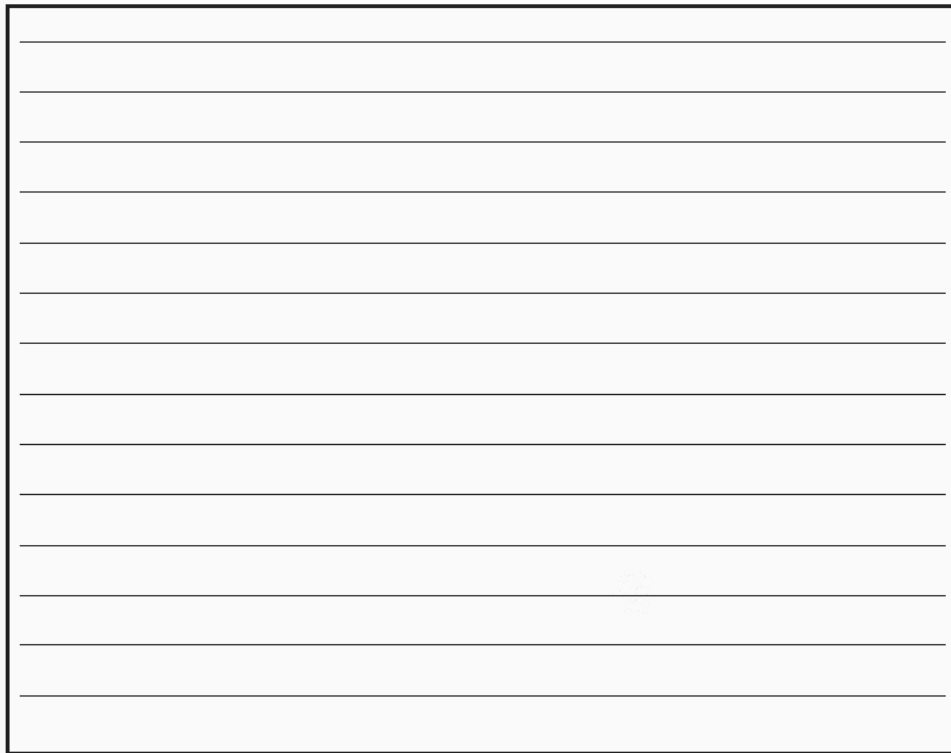
G

WRITING

Write a paragraph about your holiday plan. Use *I would like to ...*, *I will ...*, *I am going to.....* and *would rather* in your paragraph. You can use the questions to guide you:

Holiday plan

- Where would you like to go on holiday? Would you like to go somewhere interesting or stay at home?
- What are you going to do during holiday? Do you have any special interest?



H ► REFLECTION

At the end of this chapter, ask yourself the following questions to know how effective your learning process is.

1. Are you able to identify the forms and uses of *I would like to*, *I will*, *I am going to* and *would rather*?
2. Can you make statements or questions using *I would like to*, *I will*, *I am going to* and *would rather*?

If you answer 'no' to one of those questions, see your teacher and discuss with him/her on how to make you able to express your intention in spoken and written forms.

I

[illegible]

”

Steve Job

Chapter 4

Congratulating Others



Source: Dokumen Kemdikbud
Picture 4.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 4, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris dalam berkomunikasi dengan guru dan teman untuk memberi ucapan selamat bersayap (*extended*).
2. Menunjukkan perilaku jujur, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi tentang memberi ucapan selamat bersayap (*extended*).
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap (*extended*).
4. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (*extended*).

A WARMER: DESCRIBING AND GUESSING

Your teacher will tell you how to play this game. You have to guess what words that your teacher has described.

For example:

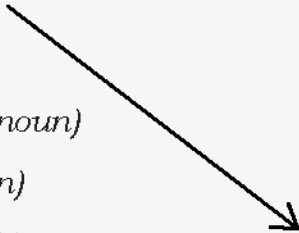
‘A person who serves passengers in a flight.’ He/She is a ‘flight attendant.’

After you know how to play the game, your teacher will divide the class into two groups to play the game. The group who can guess more words will be the winner.

B VOCABULARY BUILDER

Match the words with their Indonesian equivalents. Compare your work to your classmate’s.

settle (<i>verb</i>)	berhak/layak
debts (<i>noun</i>)	kekacauan
hired servant (<i>noun</i>)	anak manja
inherit (<i>verb</i>)	melunasi
chase (<i>verb</i>)	mengejar
spoiled brat (<i>noun</i>)	pembantu yang digaji
scolding (<i>noun</i>)	sindiran tajam
betrayed (<i>verb</i>)	mewarisi
mess (<i>noun</i>)	hutang
deserve (<i>verb</i>)	dengan senang hati
contentedly (<i>adverb</i>)	dikhianati



C PRONUNCIATION PRACTICE

Listen to your teacher reading these words. Repeat after him/her.

settle	: / 'setl /
debts	: / dets /
hired servant	: / haɪəd 'sɜːrv ə nt /
chase	: / tʃeɪs /
spoiled brat	: / spɔɪld bræt /
scold	: / skəʊld /
chaotic	: / keɪ'ɒtɪk /
betray	: / bɪ'treɪ /
deserve	: / dɪ'zɜːv /
contentedly	: / kən'tentədli /
congratulate	: / kən'grætʃəleɪt /

D READING

Task 1:

Read the text carefully.

CONGRATULATIONS!

Nura arrives in a big city to help her parents settle their debts. She moves into Juna's house as a hired servant. In the house, Juna is a rich and proud young man who inherits his father's business. He is lazy and goes to campus just to meet friends and chase pretty girls who love his wealth.

In his chaotic life, Juna is betrayed by his own cousin and uncle leading to his downfall. Juna's life is in a real mess. However, Nura helps him gain his confidence and reorganize his life. Nura begins to teach the rich spoiled brat some manners through her down to earth scolding and no-nonsense attitude. The girl helps him pick up the pieces in his life, from defeat to success. Finally, after a long struggle and hard work, he can regain his life. He is now in the position of the director of the company that he inherits from his father.

Many of his friends congratulate him. Johnny, his best friend, says, "Congratulations! You deserved it, man."

"Thank you very much. This is because you're always with me," Juna responds cheerfully.

"I'm very happy for you, Juna. Your company is now back to you," another friend says.

Juna replies with a happy tone, "Thank you. I cannot forget your help to me."

Others shake his hand and say, "That's wonderful, Juna,"

"Good for you!" "Good luck,"

"Best of Luck!"

"Well done,"

"Fantastic job!"

"You must be very proud of your achievement."

He responds to them joyfully, "Oh, thanks," "Thank you very much for saying so." "Oh, I have a lot to learn, yet," "I am glad you think so."

His staff also congratulate him, "I'd like to congratulate you on your accomplishment, Sir!"

"Please accept my warmest congratulation,"

"I must congratulate you on your success in returning the company back to your family,"

Again, he answers those expressions contentedly, "It's very good of you to say so," "How nice of you to say that,"

"Thank you very much for saying so."

Nura observes this event from the backdoor. She cries happily for her master who has changed into a mature, stable young man.

Task 2:

Answer the following questions:

1. Who is Nura?
2. Who is Juna?
3. What's Juna's negative characteristics?
4. How does Nura teach Juna?
5. What leads Juna's life to his downfall?
6. What does Nura do to return the wealth of Juna's family?
7. Who first congratulates Juna when he regains success?
8. How do they congratulate Juna? What expressions are used?
9. What expressions are used by Juna's staff to congratulate him?
10. How does Nura feel about Juna's achievement?

Task 3:

Complete the following table with the expressions of congratulations and the responses you find in the preceding reading text. The first row is done for you.

Congratulating Expressions	Responses
Congratulations! You deserved it, man.	Thank you very much. This is because you're always with me.

In congratulating, people may make more than one move, for example, "Congratulations! You deserved it, man." Similarly, in responding to congratulating expressions, people do not only make one move, like, "Thank you very much." Usually they also say something else, such as, "This is because you're always with me."

Those expressions are called as *extended congratulations/responses* to congratulations (pujian bersayap).

E VOCABULARY EXERCISES

Task 1:

Complete the blanks in the following dialogs using the words in the box. If needed, you may change the parts of speech. As an example see number 1. The answer for number 1 is *wonderful*.

good luck
it's good
wonderful
congratulations!
new hair cut

what's new
thanks a lot
popular business
I'm glad you think
mentioning



Source: Dokumen Kemdikbud
Picture 4.2

1. **Dina** : Hi, Yuni. What's your daughter doing these days?
Yuni : Oh, she's in college. In fact, she plans to graduate this June.
Dina : That's _____! (1)
You must be very proud of her.



Source: Dokumen Kemdikbud
Picture 4.3

2. **Fuad** : Hi Abdel. _____? (2)
Abdel : Oh, I'm going to take the driving test tomorrow.
Fuad : That's great, Abdel _____! (3)



Source : Dokumen Kemdikbud
Picture 4.4

3. **Tuti** : How is your business, Ria?
Ria : _____ (4) I've sold 100 items these two days.
Tuti : Congratulations!
 That's a _____ (5) right now.
Ria : _____ (6).



Source : Dokumen Kemdikbud
Picture 4.5

4. **Rudi** : You look gorgeous in this wedding dress! _____ (7).
Ian : Thank you very much, _____ (8) so.



Source : Dokumen Kemdikbud
Picture 4.6

5. **Ihsan** : You look so cute in the _____ (9)
Ali : Oh, thanks for _____ (10) that. By the way, congratulations for winning the 1st prize of the writing competition last week.
Ihsan : How nice of you to say that.

Task 2:

Complete the following conversations with your own words.

Conversation 1

- Rani : Hi Anisa.
 Anisa : Hi, you look great in that pink head scarf. What a nice scarf!
 Rani : _____ (1) to say that.
 Anisa : I've never seen you in that hat. Where did you buy it?
 Rani : My mom bought it for me when she went to the market.
 Anisa : I see.
 Rani : Look. The teacher is coming!
 Anisa : Pak Sultoni.

Mr. Sultoni : Hi, how are you?
 Rani : We're good. Thanks.
 Anisa : Excellent.
 Rani : _____ (2) hair cut, Pak Sultoni.
 Anisa : Yes, you're looking good with your hair style.
 Mr. Sultoni : Thanks a lot. Rani, I heard you won the Math Olympiad. Is it true?
 Rani : Yes, I won the second prize last week.
 Anisa : _____ (3)
 Mr. Sultoni : _____ (4) to hear that.
 Rani : Thank you very much for saying so.

Conversation 2

Rudi : Hi Ben. How are you?
 Ben : Hi, you look great in that black jacket.
 Rudi : _____ (1) saying so.
 Ben : I've never seen you in that outfit. Is it new?
 Rudi : My sister bought it for me when she went to Singapore.
 Ben : Oh, I see.
 Rudi : Look. What a nice new hair style! Who did your haircut?
 I like it a lot.
 Ben : _____ (2) think so. My brother did it.
 I can ask him to do yours if you want to.
 Rudi : Yes, please. Look! Andi is coming.
 Ben : Hi Andi, I heard you won the Speech Contest last month. Congratulations! _____ (3)
 Rudi : Fantastic! It's a great job, bro!
 Andi : Oh, thanks. It's _____ (4) actually.

Please note that at the end of the word 'congratulation' there must be an 's' attached to it. So, never say 'congratulation' without an 's'. You must say, "Congratulations."

F SPEAKING

Let's play scissors, rock, and paper.

Work in pairs. Play scissors, rock, and paper. The winner chooses for himself/herself a situation. The partner makes an expression of congratulations. For example, the winner chooses situation 5. He/She says, "I just bought a

new bag.” The partner says, “Congratulations. Your new bag is gorgeous.” Then develop a conversation based on that. After that, start all over again by doing the scissors, rock, and paper again, and so forth. Continue doing that with all the situations provided in the table below.

1. haircut	2. jacket	3. speech contest
4. got driver's licence	5. new bag	6. math Olympiad
7. best student	8. writing competition	9. new baby
10. new house	11. graduation	12. getting married
13. new job	14. successful business	15. new book
16. talented singer	17. best model	18. drawing competition
19. create new robots	20. best writer	21. best teacher

G WRITING

Write down the inside parts of the congratulation cards based on the cover. Two cards have been done for you as examples. Write at least two sentences.



Source: Dokumen Kemdikbud
Picture 4.7

Tomy has just been promoted to be the branch manager of Jepara Ukir Company in London.

*Dear Tomy,
Congratulations on your Promotion.
Sharing in your happiness today...
and wishing you a wonderful future..
filled with dreams coming true.
Zettira*



Source : Dokumen Kemdikbud
Picture 4.8

Your sister has graduated from a culinary arts program in Padang, West Sumatra. She wants to be the best chef and plans to open her own restaurant.



Source: Dokumen Kemdikbud
Picture 4.9

Your friend has successfully quitted his smoking habit. He feels healthier and more energetic now. He is also happy because now he can save money that he used to spend on cigarettes.



Source: Dokumen Kemdikbud
Picture 4.10

Your niece has got a sugar glider from her parents. They are happy because she has been brave enough to donate her blood to PMI (the Indonesia Red Cross).



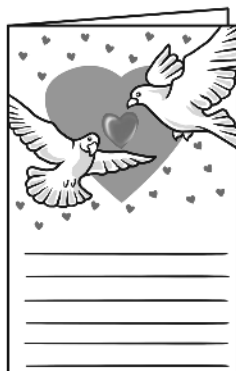
Source: Dokumen Kemdikbud
Picture 4.11

*Your uncle and aunt have moved to their new house.
The house has a large garden so that they can enjoy
gardening on weekends.*



Source: Dokumen Kemdikbud
Picture 4.12

*Your immediate neighbor, who has been married for
10 years, has got a cute baby girl.*



Source: Dokumen Kemdikbud
Picture 4.13

*Your aunt has got married to a man she loves. They
met when they were involved in medical corps
deployed for a peace mission in a conflict area in
Middle East.*

*Rina and Rudi,
So many paths to choose from – yet a
moment here, a different turn there, and
you may never have met to experience a
love so right! Isn't it amazing the way
life works?
Wishing You Both a Beautiful Life
Together
Lia & Tomy*



Source : Dokumen Kemdikbud
Picture 4.14

Your friend has got an opportunity to be an interpreter in an international conference on inter religion dialogue to create and preserve peace and harmony.

H REFLECTION

At the end of this chapter, ask yourself the following questions to know how effective your learning process is.

1. What have you learned from this chapter?
2. Have you been able to do all the exercises here?
3. What is your plan to improve your ability in congratulating others?

Chapter 5

Describing People



Source: Dokumen Kemdikbud
Picture 5.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 5, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang orang.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang orang.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang.
4. Merespon makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang.
5. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang.

A WARMER

Look at the pictures below! What can you tell about these people? What do they look like? Discuss with your friends!



Source: http://arnellis.files.wordpress.com/2011/12/100_1796.jpg
Picture 5.2



Source: http://purwosudiro.files.wordpress.com/2009/02/img_3962.jpg
Picture 5.3



Source: http://vhynaulia.files.wordpress.com/2008/08/dsc_4489.jpg
Picture 5.4



Source: http://duta damai.files.wordpress.com/2011/02/dsc_1311.jpg
Picture 5.5

B VOCABULARY BUILDER

Task 1:

Look at the words in the box. Do you know the meaning?
Check your dictionary.

tall	eyebrow	pointed nose	friendly
short	blonde hair	smart	skinny
calm	shy	plump	chubby
round face	kind	helpful	stubborn

Task 2:

Now, find other adjectives that describe people's physical appearance and/or personality.

Task 3:

Then, put the words into the correct group in the table.

Facial features	Physical appearance	Personality
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

C PRONUNCIATION PRACTICE

**Listen to your teacher reading the following words.
Repeat after him/ her.**

tall	: / tɔ:l /
short	: / ʃɔ:t /
calm	: / kɑ:lm /
round face	: / raʊnd feɪs /
eyebrow	: / 'aɪbrəʊ /
blonde	: / blɒnd /
shy	: / ʃaɪ /
kind	: / kaɪnd /

pointed nose	: / 'pɔɪntəd nouz /
smart	: / smɑːrt /
plump	: / plʌmp /
helpful	: / 'helpf ə l /
friendly	: / 'frendli /
skinny	: / 'skɪni /
chubby	: / 'tʃʌbi /
stubborn	: / 'stʌbərən /

D READING

Read the following text, and then answer the following questions.

MY BEST FRIEND

I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don't study in the same class, but we meet at school everyday during recess and after school. I first met her at junior high school orientation and we've been friends ever since.

Dinda is good-looking. She's not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform. Other than that, she likes to wear jeans, casual t-shirts and sneakers. Her favourite t-shirts are those in bright colors like pink, light green and orange. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she acts like a child and stamps her feet.

Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga characters from her imagination. Her sketches are amazingly great. I'm really glad to have a best friend like Dinda.

COMPREHENSION QUESTIONS

1. Who is being described in the text?
2. How long have the writer and Dinda been friends?
3. What does Dinda look like?
4. What are her favourite clothes?
5. What kind of t-shirts does she like?
6. Describe Dinda's personality briefly.
7. Why do many friends enjoy Dinda's company?
8. What is Dinda's bad habit?
9. What is Dinda's hobby?
10. How does the writer feel about Dinda?

E VOCABULARY EXERCISE

Look at the puzzle below. Find 16 words related to how to describe a person and write in the space provided. When you finish, use the words in sentences.

H	A	N	D	S	O	M	E	F	B	O	S	S	Y
C	F	G	H	J	E	R	T	Y	U	L	O	P	S
T	C	Y	E	T	K	C	R	E	A	T	I	V	E
A	R	U	A	A	A	H	P	N	Q	U	I	E	T
L	U	H	S	M	D	E	I	T	G	C	A	U	V
L	A	Z	Y	R	I	E	R	U	E	H	Z	L	F
F	T	J	G	I	L	R	I	S	K	I	N	N	Y
R	E	U	O	Y	I	F	O	E	D	L	C	Z	E
I	K	S	I	A	G	U	K	F	T	D	E	O	W
E	M	N	N	N	E	L	R	H	N	I	F	U	S
N	B	I	G	E	N	E	R	O	U	S	H	R	M
D	B	E	A	U	T	I	F	U	L	H	Y	U	A
L	K	A	D	A	L	W	E	R	T	K	O	L	R
Y	U	T	A	L	K	A	T	I	V	E	R	U	T

List the words below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

F TEXT STRUCTURE

Task 1:

Answer the questions below about the text.

1. Who is being described in the text?

2. What points are used by the writer to describe the person?
 - a. _____
 - b. _____
 - c. _____
3. What is the writer's opinion about the person being described?

Task 2:

Discuss with a partner and fill in the table with suitable information from the text.

Part of text	Purpose	Details from the text
Identification part		
Description part		

Task 3:

Compare your work with other pairs. Share the result with the class.

G GRAMMAR REVIEW**USING ADJECTIVES****Task 1:**

In the previous units, you have learned how to use adjectives in sentences. Now, observe the adjectives in the reading text excerpt below.

Dinda is good-looking. She's not too tall. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that's why many friends enjoy her company.

Task 2:

Put the sentences in the pattern table below.

Model:

Dinda	is	good-looking
S	be	Adjective

1.

S	be	Adjective

2.

S	be	Adjective

3.

S	be	Adjective

4.

S	be	Adjective

Task 3:

Look at the adjectives in the reading text and vocabulary exercise of this unit. Use the adjectives to make up sentences on your own.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____
8. _____
9. _____
10. _____

H SPEAKING

Task 1:

Who are in the picture?



Source : <http://icsf.files.wordpress.com/2009/11/pb210013.jpg>
Picture 5.6

1. Look at the picture. Think of one person in the picture and give a name to that particular picture.
2. For example, you name that person Dina.
3. Describe Dina to your friends, for example: *She has long hair. She is sitting on the chair on the right side.*
4. Your friend will point to the picture that you refer to. Check if your friend point to the correct picture.
5. Take turns with your friends and do the same.
6. You can also take any photograph from any source such as magazine, internet, brochures or newspaper and do the same thing.



POINTS TO PONDER

Suppose we all looked alike. Would it be better? Why do you think we are created differently? Discuss the answers to the questions with your classmates.

I

WRITING

Prepare a photograph. It can be a personal photograph or a family photograph. Write a letter or email to a friend and describe the people in the picture.

J

FURTHER ACTIVITIES

Task 1:

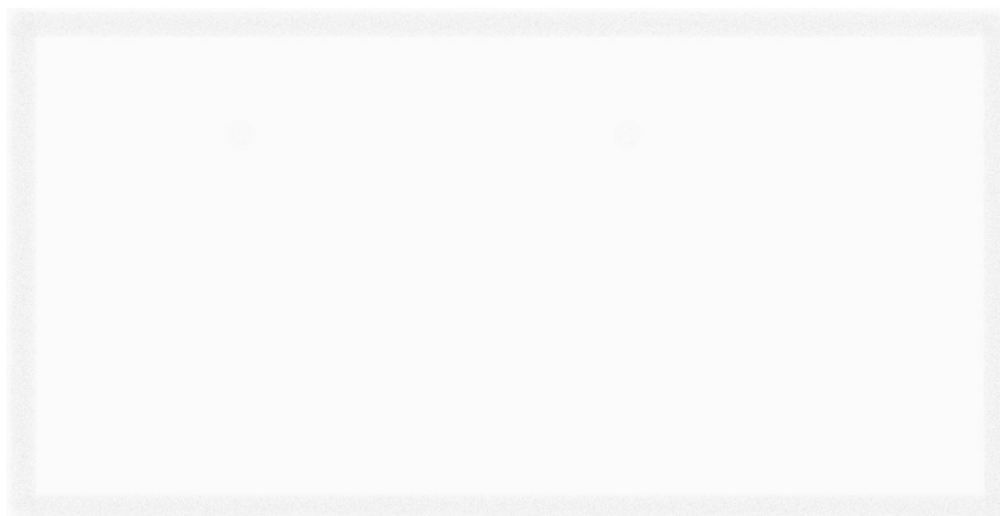
Look at the picture below. Can you describe it?



Source: Dokumen Kemdikbud
Picture 5.7

Task 2:

Your friend is going to describe an imaginary friend that he/she has met from outer space. Draw a sketch based on his/her description in the box below. Show the picture to your friend and check if your picture matches his/her description.

**Task 3:**

Share the result with the class.

K REFLECTION

At the end of this chapter, ask yourself the following questions to know how effective your learning process is.

1. Can you identify the information in the descriptive text?
2. Do you know the type of language structure that you can use to describe a person?
3. Can you describe a person following the structure of a descriptive text?

If your answer is 'no' to one of these questions, see your teacher and discuss with him/her on how to make you understand and be able to tell or write about a person's description better.



“Life is either a daring
adventure or nothing.”

Hellen Keller

Chapter 6

Visiting Ecotourism Destinations



Source: Dokumen Kemdikbud
Picture 6.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 6, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang tempat wisata.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang tempat wisata.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang tempat wisata.
4. Merespon makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang tempat wisata.
5. Menyunting teks deskriptif tulis tentang tempat wisata.
6. Menyusun teks deskriptif lisan dan tulis sederhana tentang tempat wisata.

A WARMER: ODD MEN OUT

Below are lists of words related to tourist destinations. Let's play *odd man out* game. Play this game in groups of four. Find the word that does not belong to the same category as the other words in the same group. That word is the odd word (the odd man). Cross out or circle the word and explain your reason. Look at the example. Compete with other groups to finish this game.

outdoor

camping ground

~~air conditioner~~

sleeping bag

1
wave
trees
sandy
breeze

2
savannah
botanical garden
wood
jungle

3
canopy
leafy
green
blue

4
cool
hot
cold
fresh

5
coral
clear
sofa
fish

6
dirty
nice
clean
comfortable

7
ship
boat
raft
canoe

8
fall down
rock
splash
waterfall

9
valley amusement
park
hot spring
crater

11
sunny
wet
warm
hot

12
terrible
amazing
awesome
marvelous

13
impressive
interesting
boring
unforgettable

B VOCABULARY BUILDER

Read the text about Tanjung Puting National Park. After you read it, scan the text quickly to find the English equivalents for the Indonesian words below. You are given the dashes and some letters of the English words as the clues. Each dash represents a letter. After you find the words, compare your answer to your friends.

_ _ _ t _ _ _ _ (noun)	ekoturisme
_ _ _ tin _ _ _ _ (noun)	tujuan
_ _ _ _ _ la (noun)	tanjung
un _ _ _ (adjective)	tidak seperti
s _ _ _ _ (noun)	hidung (binatang)
_ _ _ _ mo _ _ (adjective)	sangat besar
es _ _ _ _ _ (verb)	mendirikan
h _ _ _ _ (noun)	pusat/inti
_ _ _ _ _ ss _ _ _ (adjective)	mengesankan
ex- _ _ _ _ _ (adjective)	bekas tangkapan
_ _ _ _ _ _ _ tion (noun)	pelestarian
_ _ _ z _ _ _ (adjective)	mengagumkan

C PRONUNCIATION PRACTICE

Listen to your teacher reading these words. Repeat after him/her.

destination	: / ,destɪ'neɪʃ ə n /
peninsula	: / pɪ'nɪnsjələ /
unlike	: / ʌn'laɪk /
snout	: / snəʊt /
enormous	: / ɪ'nɔːməs /
establish	: / ɪ'stæblɪʃ /
heart	: / hɑːrt /
impressive	: / ɪm'presɪv /
ex-captive	: / eks 'kæptɪv /
preservation	: / ,prezə'veɪʃ ə n /
amazing	: / ə'meɪzɪŋ /

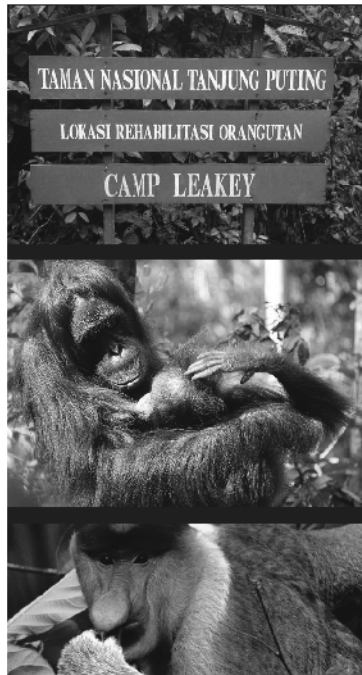
D READING

Task 1:

Now, read the text carefully. What do you think about the place described below?

TANJUNG PUTING NATIONAL PARK

One of the internationally famous *ecotourism destinations* in Indonesia is Tanjung Puting National Park in the southwest of Central Kalimantan peninsula. Tanjung Puting National Park offers



Source: <http://orangutanexplore.com>

Picture 6.2

impressive experience to its visitors. This is called a park, but *unlike* any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most incredible animals in the world: orang utans and proboscis monkeys! The male proboscis monkeys are interesting because they have *enormous* snout. So, imagine yourself to be in the jungle and meet these special animals in their original habitat. What will you do when you meet them?

To see orang utans we should go to Camp Leakey. Camp Leakey is located in the *heart* of Tanjung Puting National Park. This is a rehabilitation place for *ex-captive* orang utans and also a *preservation* site. This camp was established by Birute Galdikas, an important scientist who has studied orang utans since 1971.

To reach the place, we should take a boat down Sekonyer river. The boat is popularly called *perahu klotok* which is a *boathouse* that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two nights.

The traveling in the boat offers another *unforgettable* experience. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle. In daylight, on your way to Camp Leakey, you can see trees filled with proboscis monkeys. At night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.

Text sources: 1. www.lonelyplanet.com,
2. www.Indonesian.travel.com, 3. [www. Exploguide.com](http://www.Exploguide.com)

Task 2:

Comprehension Questions

Answer the following questions briefly.

1. Based on the text, can you guess what ecotourism is?
2. As one of ecotourism destinations, what does Tanjung Puting National Park offer to tourists?
3. How is the park different from the parks in the cities?
4. How is Camp Leaky related to Tanjung Puting National Park?
5. How can people reach Camp Leaky?
6. What does the word *ex-captive* tell you about the orang utans in Camp Leaky?
7. What is special about the means of transportation to Camp Leaky?
8. How interesting or uninteresting is the journey on the way to Camp Leaky? Why do you think so?
9. How interested are you in visiting Tanjung Puting National Park? What makes you interested (or not interested) in the park.
10. Give some examples of other ecotourism destinations that you know.

POINTS TO PONDER

Tourists probably bring food and snacks in paper or plastic packages when they visit a tourist destination. What should they do with the wastes? If you were also a tourist, what would you do?

Task 3:

After reading the text, in the chart below, identify the main ideas of the paragraphs, and then summarize the most important details in your own words. Work individually first, then compare your answer to that of your classmate sitting next to you.

Paragraph	Main Idea	Details
Paragraph 1	Tanjung Puting National Park offers <i>impressive</i> experience to its visitors.	- a jungle which is the habitat of orang utans and proboscis monkeys
Paragraph 2		
Paragraph 3		
Paragraph 4		

E VOCABULARY EXERCISES

Complete the following sentences using the words in the box.

preservation	impressive	destination
unlike	enormous	establish
ex-captive	peninsula	snout
amazing	center	

1. Although Butet has never taken any private English course, she could speak English very fluently with a foreigner who visited my school yesterday. Everybody at my school admires Butet's _____ English.

2. _____ her sister who likes outdoor activities, Ni Luh likes to stay at home reading her favorite books.
3. Bali has been the most popular tourist _____ for years, but Indonesia has many other beautiful places to offer to international visitors.
4. The local government needs to _____ an information center to attract more tourists to visit Indonesia.
5. The _____ dancers are dancing energetically to show some of the beautiful cultures of Indonesia.
6. In the morning, thousands of people go to the same direction to the _____ of the city to work and that creates a long traffic jam every day.
7. When people hear the words Tanjung Kodok, they may associate the name with a _____ like Tanjung Puting National Park.
8. _____ orang utans may not be afraid of meeting with humans because they used to live with them as illegal pets.
9. I always appreciate the strength ants have because although they are very small they can carry _____ load of food.
10. Their unusually large _____ differentiates proboscis monkeys from other monkeys.
11. We may not keep endangered animals that are protected by the law as our pet. If we have one, we should send it to _____ site where it can live in a more natural habitat.

F ▶ **GRAMMAR REVIEW**

Nouns and Adjectives

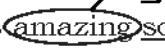
As you know, noun is a thing, a place, or a person, an animal, while adjective is a word that describes a noun. An adjective that describes a noun is called a modifier. A noun that goes with a modifier is called a noun phrase. Observe where the position of the modifier is.

For example:

adjectives	nouns	noun phrases
beautiful	bird	beautiful bird
unique	monkey	unique monkey
enormous	nose	enormous nose
pristine	jungle	pristine jungle

Task 1:

Study the following sentences. Identify the noun phrase by circling the adjectives and underlining the noun. Draw an arrow to show how the adjectives modify the nouns. Number 1 is done for you as an example.

1. Mount Bromo has amazing scenery. 
2. Tanjung Puting National Park offers an impressive experience.
3. Birute Galdikas is an important scientist.
4. The traveling in the boat offers another unforgettable experience.
5. At night, you can enjoy the clear sky and the bright stars.
6. Local people call proboscis monkeys Bekantan.
7. Fruits are orang utans' favorite food.
8. Keeping orang utans as our pet is an illegal act.
9. In the rehabilitation site, ex-captive orang utans learn to live a natural life.
10. In a real jungle, we can see many incredible animals.
11. Imagine yourself to be in the jungle and meet these special animals in their original habitat.
12. The gigantic trees in the forest indicate that the forest is well preserved.

Task 2:

Make noun phrases. The words on the left columns are adjectives and the words on the right column are nouns. Combine them to make noun phrases. See number 1 as an example.

attractive
memorable
fresh
deep
clear
gigantic
quiet
relaxing
friendly
beautiful
delicious
large
various

lake
waterfall
atmosphere
trees
people
air
situation
water
journey
food
cave
flora and fauna
souvenirs

- | | | |
|-----|-----------|-------|
| 1. | delicious | food |
| 2. | _____ | _____ |
| 3. | _____ | _____ |
| 4. | _____ | _____ |
| 5. | _____ | _____ |
| 6. | _____ | _____ |
| 7. | _____ | _____ |
| 8. | _____ | _____ |
| 9. | _____ | _____ |
| 10. | _____ | _____ |
| 11. | _____ | _____ |
| 12. | _____ | _____ |
| 13. | _____ | _____ |
| 14. | _____ | _____ |

Task 3:

From the previous task, you have reviewed noun phrases made by combining adjectives and nouns, such as *pristine jungle*, *beautiful garden*, etc. Those kinds of adjectives are called *opinion adjectives* because the adjectives tell about our opinion about something. If we want to give more information, we can add more modifiers to the thing (noun) we describe. For instance, in addition to the *opinion adjectives*, we can also inform the size, and the color, the age, and nationality of the thing (noun).

Observe the following examples. Pay attention to the order of the modifiers. Where is the position of the opinion adjectives?

Example:

a beautiful old tree → opinion age noun
 a beautiful reddish leaf → opinion color noun
 a beautiful Indonesian island → opinion nationality noun

The following is the common word order of adjectives before a noun.

Opinion	Size	Age	Color	Nationality	Materials	Noun
impressive	large	old	purple	Chinese	ceramic	vase
beautiful	little	young	dark	Indonesian	-	girl

However, it is very rare to find noun phrases with more than 3 modifiers like in the examples in the table above.

Now, read the phrases below. Identify the modifiers. See number 1 as an example.

- | | | | | |
|-----------------------------------|---|-------|-------|-------|
| 1. large black stones | → | size | color | noun |
| 2. a shallow small lake | → | _____ | _____ | _____ |
| 3. cold tiny droplets | → | _____ | _____ | _____ |
| 4. sweet yellow corns | → | _____ | _____ | _____ |
| 5. powerful small ants | → | _____ | _____ | _____ |
| 6. beautiful white orchids | → | _____ | _____ | _____ |
| 7. a unique golden monkey | → | _____ | _____ | _____ |
| 8. favorite thick books | → | _____ | _____ | _____ |
| 9. an enormous reddish snout | → | _____ | _____ | _____ |
| 10. misty grey morning | → | _____ | _____ | _____ |
| 11. a beautiful little young girl | → | _____ | _____ | _____ |
| 12. a nice old American woman | → | _____ | _____ | _____ |
| 13. breathtaking blue waves | → | _____ | _____ | _____ |

Task 4: THINK PAIR SQUARE

What do we need to bring?

What will you need to bring if you visit Camp Leaky, which is located in a jungle, in the heart of Tanjung Puting National Park? Make a list of the items that you will probably bring to make your journey successful. Be ready to explain why you need to bring them. You can choose from the following items and add other items if necessary. Remember not to bring too many things.

Work individually first. After your personal list is done, compare it to your classmate's beside you. Work in pairs to produce one list.

Then work in groups of four students to produce one newest list of items. Add the right adjectives to each item to make your list more informative. Do not forget to give the reason for each item you decide to bring. For example: *a little yellow flashlight to use in darkness*.

sun screen lotion	backpack	mosquito repellent
flashlight	tie	raincoat
suit	hat	suitcase
guitar	camera	jacket
banana	knife	potato chips
life vest	cooking and eating	utensils
blanket	pop corn	flip-flop
sneakers	diary	medicine



Source: <http://gabbish.com/category/style/>
Picture 6.3

Pair Work

Read the following description about a tourist destination carefully. The writer forgot to edit her draft. Can you find the errors in the text and help her edit the text? Use the guiding questions that follow to help you.



Source: <http://nugrohorino81.student.ummm.ac.id/2012/08/02/kabupaten-malang/>
Picture 6.4

If you go to Batu city in East Java, do not forget to visit Cuban Rondo. Cuban Rondo is a must-see waterfall because of its spectacular scenery. The first amazing natural charm to enjoy is the huge greenish rock. The gigantic rock and its vegetation that surrounds the waterfall soar high into the sky. The top of the rock bends inward so that when we stand close to the waterfall, we will feel as if we were inside of a gigantic cave or a bowl giant. The greatness of the nature will make you feel very small and praise God. The second scenery to enjoy is the waterfall itself. From the top of the soaring rock, huge amount of water continuously falls down, splash on the large black stones at the bottom of the waterfall, and forms a shallow small lake and stream. The

water in the lake and stream crystal clear and icy cold. The wind that blows the falling water and the splash produce millions of tiny droplets of water. The wind can blow your hair. The droplets cover the small lake and visitors in mist. Yes, you will get wet. But you can go to the mall. When the sunlight shines through the cold tiny droplets, you will see rainbows on the earth, not in the sky, that seems close enough to you. The scenery is breathtaking. End the trip with something that can warm you up. In the rest area, you can buy roasted sweet corns. If that is not enough, you can also buy drinks hot delicious and meatball soup hot. When you go home, leave nothing in the area but your footsteps and bring home only your memory unforgettable about the beautiful Cuban Rondo Waterfall.



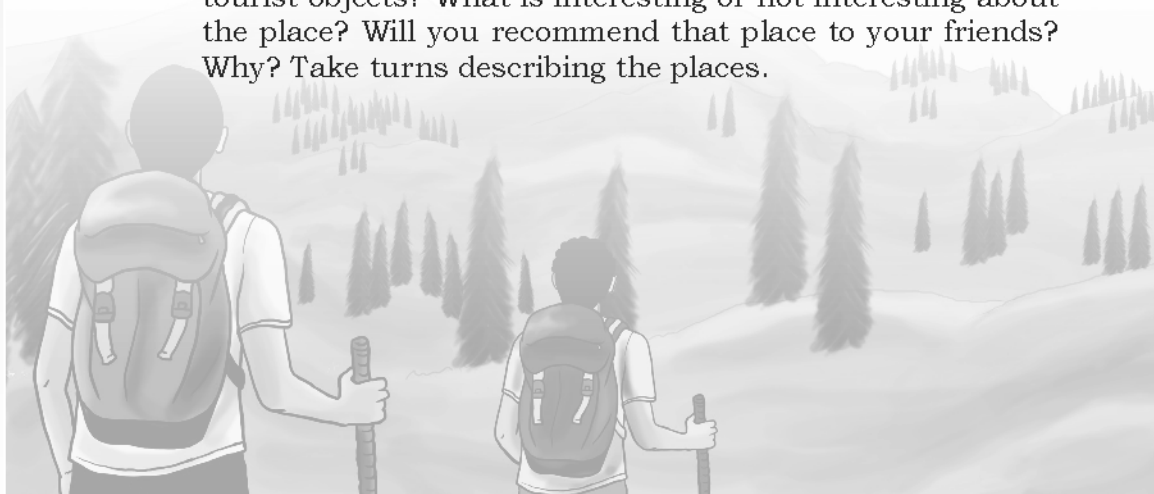
Guiding questions for editing:

1. Does the writer use indentation? What should she do?
2. Does the writer use correct paragraphing?
3. If you were to divide the text into some paragraphs, how would you do it?
4. Are there any irrelevant sentences? Can you help her find out if any?
5. Are there any misspelled words? Can you help her find out if any and correct them?
6. Does she use correct grammar in all of her sentences? Help her check the following things:
 - a. whether the verbs in the sentences are suitable with the subjects,
 - b. whether the places of the modifiers in the noun phrases are correct.
7. Does she begin all sentences with capital letters? Check the sentences and correct any mistakes you find.
8. Does she end all sentences with full stops? Correct them if she does not.

H SPEAKING

Pair work

Have you ever visited a waterfall or other natural tourist objects? What is interesting or not interesting about the place? Will you recommend that place to your friends? Why? Take turns describing the places.



I**REFLECTION**

At the end of this chapter, ask yourself the following questions to know how effective your learning process is.

1. What have you learned from this chapter?
2. Can you do all the exercises here?
3. What is your plan to improve your ability in describing places?

J**FURTHER ACTIVITIES**

Noun phrase (NP) is an important element in giving people a lot of information. That is why it is important that you learn to create noun phrases. To do that you will need to read a lot of texts, such as science texts, that often use noun phrases. Find a biology text and identify the noun phrases used. Share what you have with your classmates.

“A journey of
a thousand miles begins
with a single step.”

Lao Tzu

Chapter 7

Visiting Niagara Falls



Source: Dokumen Kemdikbud
Picture 7.1

Tujuan Pembelajaran:

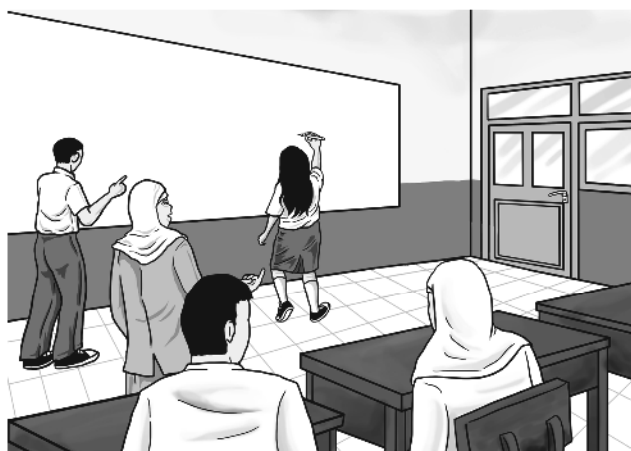
Setelah mempelajari Bab 7, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang tempat wisata.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang tempat wisata.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang tempat wisata.
4. Merespon makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang tempat wisata.
5. Menyunting teks deskriptif tulis tentang tempat wisata.

A WARMER

Draw and Guess

Your teacher will divide the class into two big groups and show you how to play **Draw and Guess**. Listen to your teacher's explanation and do the activity as quickly as possible. Try to be the winner.



Source: Dokumen Kemdikbud
Picture 7.2

B VOCABULARY BUILDER

Read the text about Visiting Niagara Falls. After you read it, scan the text quickly to find the English equivalents for the Indonesian words below. You are given the dashes and some letters of the English words as the clues. Each dash represents a letter. After you find the words, compare your answer to your friends.

c r _ _ _ (*verb*)

g o _ _ _ (*noun*)

a t t r _ _ _ _ _ (*noun*)

p o _ _ _ _ _ (*adjective*)

s o _ _ _ _ _ (*adjective*)

w a t _ _ _ _ _ _ _ (*adjective*)

melewati/ melintasi

jurang

pertunjukan

menghantam

terendam

anti air

i l l _ _ _ _ _ (adjective)	berkilauan
c h _ _ _ (noun)	pesona
m i _ _ _ (noun)	kabut
s c _ _ _ _ (adjective)	indah
e x h _ _ _ _ _ (adjective)	mendebarkan
p l _ _ _ _ (verb)	tercebur
s a n _ _ _ _ _ (noun)	penangkaran
p r e _ _ _ _ _ (noun)	pelestarian
d u _ _ _ (adverb)	petang

C PRONUNCIATION PRACTICE

Listen to your teacher reading these words. Repeat after him/her.

niagara	: / naɪ,æɡ ə rə /
gorge	: / ɡɔːrdʒ /
veil	: / veɪl /
bridal	: / 'braɪdl /
cave	: / keɪv /
hurricane	: / 'hʌrɪkən /
illuminated	: / ɪ'luːmənertəd /
scenic	: / 'siːnɪk /
boat	: / bəʊt /
exhilarating	: / ɪɡ'zɪləreɪtɪŋ /
plunge over	: / plʌndʒ 'oʊvər /
sanctuary	: / 'sæŋktʃuəri /
apparatus	: / ,æpə'reɪtəs /
entrance	: / 'entrəns /

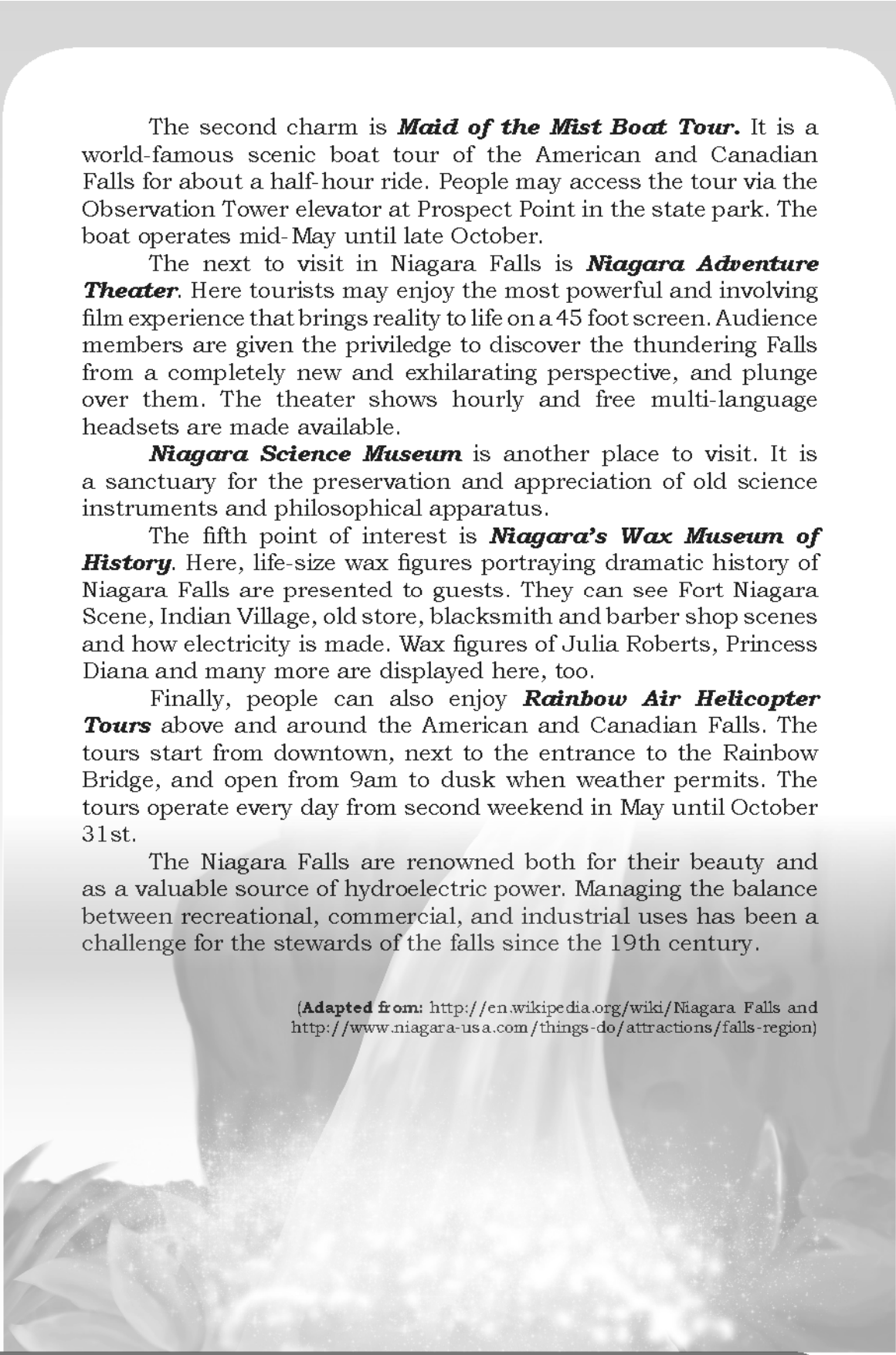
VISITING NIAGARA FALLS



Source: Dokumen Kemdikbud
Picture 7.3

Niagara Falls is the collective name for three waterfalls that cross the international border between the Canadian province of Ontario and the USA's state of New York. They form the southern end of the Niagara Gorge. From largest to smallest, the three waterfalls are the Horseshoe Falls, the American Falls and the Bridal Veil Falls. The Horseshoe Falls lie on the Canadian side and the American Falls on the American side. They are separated by Goat Island. The smaller Bridal Veil Falls are also located on the American side, separated from the other waterfalls by Luna Island. There are various attractions that people can enjoy in Niagara Falls, six of them are described here.

The first to enjoy in Niagara Falls is ***Cave of the Winds***. This attraction helps people get closer to the falls and go face-to-face with the pounding waters of the Falls. People can get soaked on the Hurricane Deck where they are just feet from the thundering waters. Waterproof clothing and sandals are provided. A trip at night when the Falls are illuminated in a rainbow of color is really amazing.



The second charm is ***Maid of the Mist Boat Tour***. It is a world-famous scenic boat tour of the American and Canadian Falls for about a half-hour ride. People may access the tour via the Observation Tower elevator at Prospect Point in the state park. The boat operates mid-May until late October.

The next to visit in Niagara Falls is ***Niagara Adventure Theater***. Here tourists may enjoy the most powerful and involving film experience that brings reality to life on a 45 foot screen. Audience members are given the privilege to discover the thundering Falls from a completely new and exhilarating perspective, and plunge over them. The theater shows hourly and free multi-language headsets are made available.

Niagara Science Museum is another place to visit. It is a sanctuary for the preservation and appreciation of old science instruments and philosophical apparatus.

The fifth point of interest is ***Niagara's Wax Museum of History***. Here, life-size wax figures portraying dramatic history of Niagara Falls are presented to guests. They can see Fort Niagara Scene, Indian Village, old store, blacksmith and barber shop scenes and how electricity is made. Wax figures of Julia Roberts, Princess Diana and many more are displayed here, too.

Finally, people can also enjoy ***Rainbow Air Helicopter Tours*** above and around the American and Canadian Falls. The tours start from downtown, next to the entrance to the Rainbow Bridge, and open from 9am to dusk when weather permits. The tours operate every day from second weekend in May until October 31st.

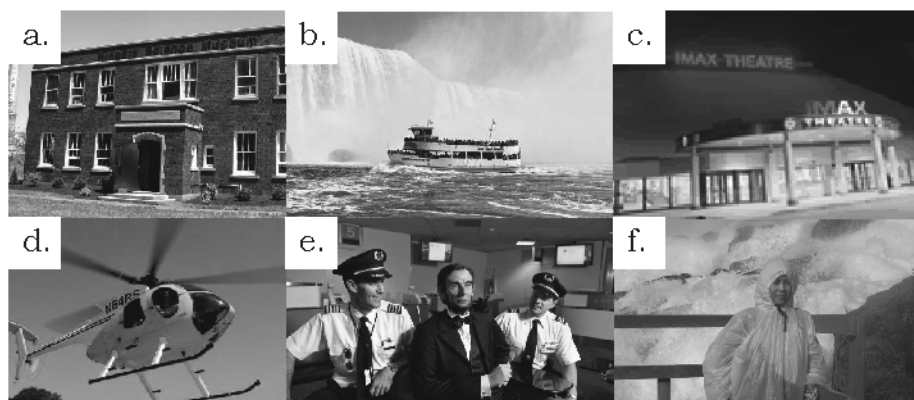
The Niagara Falls are renowned both for their beauty and as a valuable source of hydroelectric power. Managing the balance between recreational, commercial, and industrial uses has been a challenge for the stewards of the falls since the 19th century.

(Adapted from: http://en.wikipedia.org/wiki/Niagara_Falls and <http://www.niagara-usa.com/things-do/attractions/falls-region>)

Task 1:

MATCHING PICTURES WITH PARAGRAPHS

Match paragraphs 2-7 above with pictures a-f as follows.
Paragraph 4 is done for you as an example



(some pictures are adopted from: <http://www.niagara-usa.com/things-to-do/attractions/falls-region>)

Picture 7.4

Paragraph 2 _____

Paragraph 3 _____

Paragraph 4_c_____

Paragraph 5 _____

Paragraph 6 _____

Paragraph 7 _____

Task 2:

COMPREHENSION QUESTIONS

Answer the following questions by referring to the text
'Visiting Niagara Falls.'

1. Where is Niagara Falls located?
2. Mention the three waterfalls that form the Niagara Falls.
3. What can people enjoy in the Cave of the Winds?
4. Can people ride on the Maid of the Mist Boat Tour in January?
5. Where can people watch a film of the thundering falls with completely different background?
6. Can the tourists enjoy the film in their own language?
7. What is kept in Niagara Science Museum?
8. What is shown in Niagara's Wax Museum of History?
9. Where can people see the story of how electricity was made?
10. Is it possible for people to have Rainbow Air Helicopter Tours at night?

11. If you had an opportunity to visit Niagara Falls, which attraction would you visit first? Why?
12. Can you find a place of similar beauty to Niagara Falls in your area? Tell your classmates about the place.

POINTS TO PONDER

Discuss with your classmates what benefits people can get from the magnificent waterfalls that God has created.

E VOCABULARY EXERCISES

Complete the following sentences using the words in the box. Remember to use the correct forms.

cross	gorge	attractions
pounding	soaked	waterproof
illuminated	charm	mist
scenic	exhilarating	plunge
sanctuary	preservation	dusk

1. Waves are _____ against the pier. You can hear the sound very clearly.
2. In the morning, the small town is covered in _____.
3. Explore Cheddar _____ through photos in the internet. They inspire you to come and visit.
4. Her shoes got _____ as she walked through the wet grass.
5. Don't forget to bring your _____ jacket. It's dark outside, it's likely going to rain.
6. Somerset _____ help her forget her complicated problems.
7. Christiano Ronaldo came to Bali to campaign for the _____ of the environment.
8. The street lights go on at _____. Without the lights, car drivers cannot see the traffic in front of them.
9. Look at that side. An _____ sign flashed on and off.

10. This is a region of _____ beauty. All areas are covered with trees; clean water flows uninterrupted, and fresh air fills the sky.
11. I remember having an _____ walk to Mount Bromo two years ago.
12. The Rainbow bridge _____ Niagara river.
13. On her last vacation, her car swerved and _____ off the cliff.
14. The _____ of the nature reminds him of God's greatness.
15. Tropical forest in Borneo is the largest wildlife _____ in Indonesia.

G

GRAMMAR REVIEW

PASSIVE VOICE

	Subject	Verb	Object
Active	Mary	helps	her son
Passive	The son	is helped (to be + V3)	by Mary

Active	People see peace in family as essential for spiritual growth.
Passive	Peace in family is seen as essential for spiritual growth.

Active	Muslims perform prayers at least five times a day.
Passive	Prayers are performed by Muslims at least five times a day.

Task 1:

Refer back to the text and find at least five sentences written in passive voices. Change the sentences into active voices.

Passive	Active

Task 2:

Refer back to the text again and find five sentences written in active voices. Change the sentences into passive voices.

Active	Passive

H SPEAKING

Pair work: Try to remember one interesting place you've visited. Tell your friends about the place.



Source: Dokumen Kemdikbud
Picture 7.5

I WRITING

Task 1:

Work in Pairs

Complete the following chart to understand the structure of the descriptive text in the Reading Comprehension.

Parts of Text	Purposes	Details
Introductory paragraph		
Supporting paragraph 1		
Supporting paragraph 2	To describe Maid of the Mist Boat Tour	
Supporting paragraph 3		
Supporting paragraph 4		
Supporting paragraph 5		
Supporting paragraph 6		
Concluding paragraph		

Task 2:

Collaborative Description

Your teacher will assign you to sit in groups of 12-15 students. Sit in a circle and do the following steps.

1. Write a sentence about an interesting place. Start with a topic sentence. When your teacher gives a signal to stop, stop writing and give your paper to your friend on your right, and you'll receive your friend's paper. Continue writing a sentence on your friend's paper, one sentence at a time. Continue doing this, until your paper is back to you.

When writing, pay attention to the following guiding questions:

1. What is the name of the place and why is it interesting?
2. What attractions are available in this place?
Describe one by one.
3. What is your overall impression about the place?



Source: Dokumen Kemdikbud
Picture 7.6

2. Read your and your friends' description. What do you think? Is it a funny description? Is your paragraph logical? If not, then go to the next activity.

Task 3:

Independent Writing

Now, rewrite your description by adding words, phrases or sentences. Change it into a descriptive essay telling your reader about an interesting place to visit. Make sure that your essay makes sense.

Use the following questions to guide you:

1. Does the essay have an introductory paragraph?
2. Does your essay have supporting paragraphs?
3. Does your essay include a concluding paragraph?
4. Does your paragraph use clear references?

J

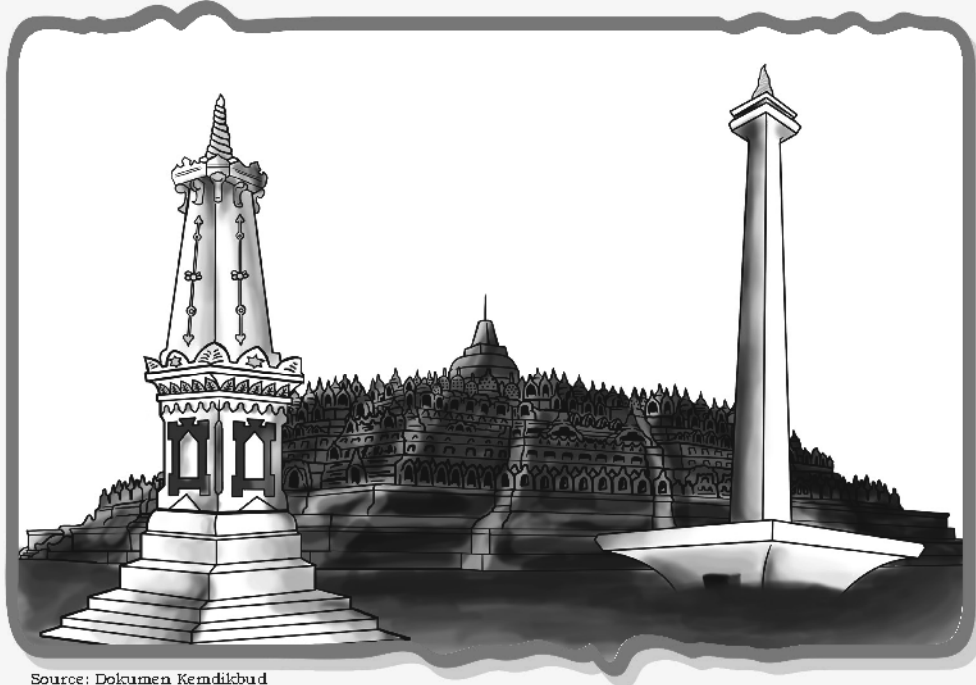
REFLECTION

At the end of this chapter, ask yourself the following questions to know how effective your learning process is.

1. What have you learned from this chapter?
2. Can you do all the exercises here?
3. What is your plan to improve your ability in describing places?

Chapter 8

Describing Historical Places



Source: Dokumen Kemdikbud
Picture 8.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 8, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang bangunan bersejarah terkenal.
2. Menunjukkan perilaku peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang bangunan bersejarah terkenal.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang bangunan bersejarah terkenal.
4. Merespon makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang bangunan bersejarah terkenal.
5. Menyunting teks deskriptif tulis tentang bangunan bersejarah terkenal.
6. Menyusun teks deskriptif lisan dan tulis sederhana tentang bangunan bersejarah terkenal.

A WARMER

Think of a historical building you once visited. Then, talk with your partner about the building. Use the following questions to guide you.

What is the name of the building?

Where is it?

What does it look like? (What words describe the building?)

What history do people know about the building?

Is there any information saying that the building is mysterious?

B VOCABULARY BUILDER

Read the Indonesian equivalents. Guess the English words using clues provided. Using your dictionary, check whether you guessed correctly. Compare your work with that of your friends'.

c__vil__za__ion (*noun*)

peradaban

__b__nd__ned (*adjective*)

ditinggalkan

be__t-k__ow__ (*adjective*)

terkenal

c__ll__ag__e (*noun*)

sejawat

un__ar__h (*verb*)

menggali

e__id__nc__ (*noun*)

bukti

h__ly (*adjective*)

suci

ci__e (*verb*)

mengutip

off__ci__ls (*noun*)

pegawai

an__ie__t (*adjective*)

kuno

C PRONUNCIATION PRACTICE

Listen to your teacher reading these words. Repeat after him/her.

unearth	: / ʌn'ɜːθ /
abandoned	: / ə'bændənd /
colleague	: / 'kɒliːg /
evidence	: / 'evəd əns /
holy	: / 'həʊli /
best-known	: / best nɒʊn /
cite	: / saɪt /
civilization	: / ,sɪv ə l-aɪ'zeɪʃ ə n /
officials	: / ə'fɪʃ ə l /
ancient	: / 'eɪnf ə nt /

D READING

Task 1:

Read the following text carefully.

THE SECRETS OF STONEHENGE



Source : http://upload.wikimedia.org/wikipedia/commons/7/79/Stonehenge_from_the_northeast.jpg
Picture 8.2

artifacts in the world, we have no definitive idea of why it was built and what it was actually used for. Today, however, two new investigations may offer some answers.

All over the globe are historical mysteries left to us by the ancient world – lost civilizations, abandoned cities, and puzzling monuments. One unexplained mystery that has both inspired and mystified modern man for centuries is Stonehenge. Though it is one of the best-known

The first theory begins with findings being unearthed not at Stonehenge, but at a location nearby. Archeologist Mike Parker Pearson and his colleagues have been studying an area about three kilometers (two miles) northeast of Stonehenge. Here stands Durrington Walls – a structure similar to Stonehenge but about 20 times larger. In and around Durrington Walls were three circular structures made of wood. Evidence suggests that these wooden circles were holy places, or perhaps the residences of important officials who cared for Durrington. Outside Durrington Walls, Parker Pearson and his colleagues have also recently discovered a village of up to 300 houses which date back more than 4,500 years.

What do the findings at Durrington Walls have to do with Stonehenge? Parker Pearson believes there is a connection between the two places, and he cites his recent studies of the Malagasy cultures in Madagascar to help explain his theory. In Malagasy culture, stone is a symbol of hardened bones and death. Wood, in contrast, is associated with life.

Using this model, Parker Pearson sees associations between the wooden structures of Durrington and the hard monument of Stonehenge. Durrington, in this new theory, is the domain of the living, while Stonehenge is a place of the dead.

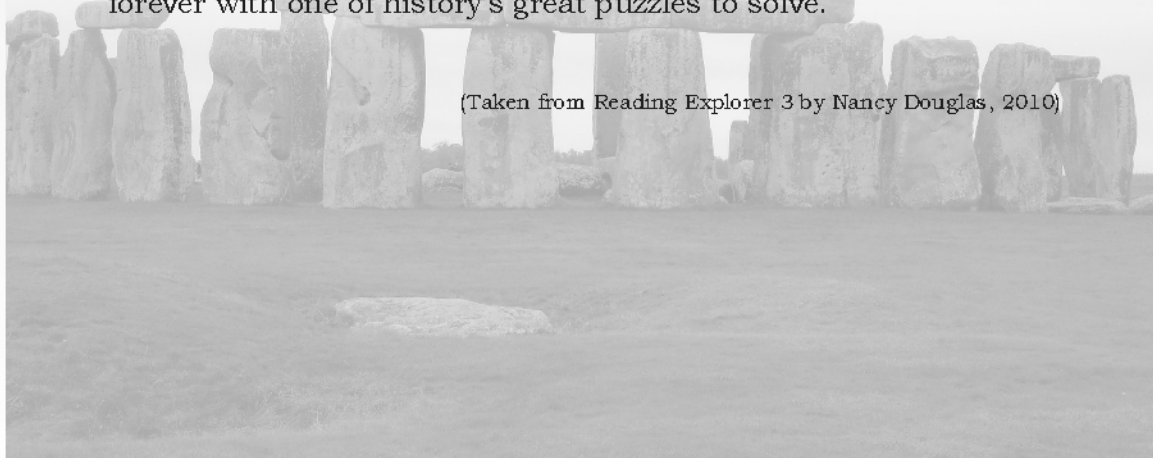
... ..

In Wales, about 400 kilometers (250 miles) west of Stonehenge, archeologists have another theory about why the monument was built and what it was used for. In this region of Wales are the Preseli Mountains. Archeologists have traced the origin of Stonehenge's oldest stones (often referred to as "bluestones" because of their appearance when wet) to this site.

... ..

Stonehenge was one of the last great monuments built in ancient England. It was abandoned about 3,500 years ago, and because its creators wrote no texts to explain it, they have left us forever with one of history's great puzzles to solve.

(Taken from Reading Explorer 3 by Nancy Douglas, 2010)



Task 2:

Write words that describe Stonehenge and Durrington Walls.

Stonehenge

puzzling _____

Durrington Walls

larger (than Stonehenge) _____

Task 3:

Based on the information in the previous text, write T if the sentence is True or F if the sentence is False.

1. Lost civilizations, abandoned cities, and puzzling monuments are examples of historical mysteries. _____
2. Stonehenge is one of the world artifacts. _____
3. Durrington Walls is far away from Stonehenge. _____
4. Durrington Walls is about southwest of Stonehenge. _____
5. The structure of Durrington Walls is different from that of Stonehenge. _____
6. Parker Pearson proposes two possible theories about the why and the what for. _____
7. Stonehenge is made of wood. _____
8. Durrington Walls is the place for the living, whereas Stonehenge for the dead. _____
9. The Preseli Mountains are in Wales. _____
10. The paragraphs before the last one are likely to be about why Stonehenge was built and what it was for. _____

Task 4: Discussion

Work in groups. Take one example of historical places. Discuss what each of the following can do to preserve those ancient remains.

- Central government
- Local government
- Society
- Individual people

E VOCABULARY EXERCISE

Complete the following sentences using the words in the box.

civilization abandoned best-known colleague
unearth evidence holy cite
officials ancient

1. I have a new _____ now. She has been in this company for a week.
2. Both my father and my mother are senior high school teachers. They are government _____.
3. I love learning sociology. Through this subject, I can see how human _____ has developed from time to time.
4. Malang is _____ as an education city in East Java because there are many universities and colleges there.
5. The data that the researchers have presented in the conference provide additional _____ concerning strategies for learning English.
6. Hidden behind Beijing's _____ walls is the cultural richness of the society.
7. Authors might need to _____ from other sources to support their arguments. In order to avoid plagiarizing, they have to acknowledge this.
8. Students in this region generally do not go to schools on _____ days.

9. Archeologists have managed to _____ the remains and findings related to Stonehenge.
10. One of the theories that archeologists propose suggests that this city was once _____.

F ➤ **TEXT STRUCTURE**

THINK-PAIR-SHARE

Task 1:

Individually, complete the following chart to find out the structure of the text about Stonehenge.

Parts of the Text	Details
Introductory sentences to identify the place	
Descriptive sentences about Stonehenge as well as Durrington Walls	
Closing comment	

Task 2:

Work in pairs (Students A and B) discussing and comparing the text structure you have identified, and then share this with the class.

PARTICIPLES

All over the globe are historical mysteries left to us by the ancient world – **lost civilizations, abandoned cities, and puzzling monuments.**

Study the following examples.

lost civilizations	= civilizations which are lost
abandoned cities	= cities which are abandoned
puzzling monuments	= monuments which are puzzling
boring classes	= classes which are boring
bored students	= students who are bored
annoyed people	= people who are annoyed
exhausted workers	= workers who are exhausted

Do as the examples.

- | | |
|----------------------------|--------------------------|
| 1. annoying noise | 11. a disappointing book |
| 2. annoyed people | 12. disappointed readers |
| 3. exhausting work | 13. an amazing place |
| 4. exhausted workers | 14. amazed visitors |
| 5. embarrassing experience | 15. interesting places |
| 6. embarrassed people | 16. interested people |
| 7. a frustrating situation | 17. confusing subjects |
| 8. frustrated learners | 18. confused students |
| 9. a depressing story | 19. irritating behaviors |
| 10. depressed children | 20. irritated parents |

Classify the words from the above exercise into the categories below.

Participles	Present (V-ing)	annoying
	Past (V-3)	annoyed

H SPEAKING

Ask your parents or relatives about historical places that they know. Use these questions to guide you. Report the information you have obtained to the class.

- What is the name of the place?
- How old is the place?
- Is the place spooky?
- Why is it mysterious?
- How does the place look like?

I WRITING

Task 1:

The following text is **not written properly**. Edit the text to find out the 15 misspelled words so that it makes sense.

Parker Pearson goes on to explain that the houses neer Durrington Walls were probably occupied at certain times of the year when people gatherd for the summer and winter solstices (the longest and shortst days of the year) to celebrate certain religius ceremonies. And in fact, large amounts of pottery and annal bones have been found near Durrington, suggesting that this site was usd as a place for eating and drinking. In contrst, very little pottery has been found in Stonehenge. In addition, almst no human remains have been found at Durrington, but a number of grves have been uncovered at Stonehenge.

Paths from Stonehenge and Durrington Walls to the nearbi River Avon also suggest that the two sites were linkd. At certain times of the year, most of the ded would have been carred down the road from Durrington and put in the river. Later, remains of the society's rulers would have been brought down the river, carried up the long avenu, and deposited at Stonehenge.

Parker Pearson further suggests that _____

J REFLECTION

At the end of this unit, ask yourself the following questions to know how effective your learning process is.

1. Do you know how to describe historical places orally?
2. Do you know how to describe historical places in a written form?

If your answer is 'no' to any one of these questions, see your teacher and discuss with him/her on how to make an announcement.

Chapter 9

Giving Announcement



Source: Dokumen Kemdikbud
Picture 9.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 9, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris tentang teks pemberitahuan (*announcement*).
2. Menunjukkan perilaku jujur, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi tentang teks pemberitahuan (*announcement*).
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (*announcement*).
4. Merespon makna teks pemberitahuan (*announcement*).
5. Menyusun teks tulis pemberitahuan (*announcement*).

A WARMER

Close your book. Listen to your teacher reading an announcement. Refer to these questions while listening.

- Who is the announcement for?
- What is the announcement about?
- Where do you think you will hear that kind of announcement?

B VOCABULARY BUILDER

Match the words with their Indonesian equivalents. Compare your work to your classmates'.

cancel (<i>verb</i>)	berdasar (pendaftar) yang dulu
a stadium (<i>noun</i>) →	stadion
an approval (<i>noun</i>)	dipesan
proceed (<i>verb</i>)	banyak; luar biasa
in accordance with (<i>noun</i>)	biaya pendaftaran
unforeseen (<i>adjective</i>)	membatalkan
a first-come basis (<i>noun</i>)	persetujuan
tremendous (<i>adjective</i>)	tidak terduga
a registration fee (<i>noun</i>)	menindaklanjuti
reserved (<i>adjective</i>)	sesuai dengan

C PRONUNCIATION PRACTICE

Listen to your teacher reading these words. Repeat after him/her.

cancel	: / 'kæns ə l /
stadium	: / 'steɪdiəm /
approval	: / ə'pru:v ə l /

proceed : / prə'si:ɪd /
 in accordance with : / ɪn ə'kɔ:ɪd əns wɪθ /
 unforeseen : / ʌnfɔ:si:n /
 a first-come basis : / ə fɜ:st kʌm 'beɪsɪs /
 tremendous : / trɪ'mendəs /
 registration fee : / ,redʒə'streɪf ə n fi: /
 reserved : / rɪ'zɜ:vəd /

D READING

Jigsaw

Task 1:

Read the text carefully. Your teacher will identify you as A or B. Students identified as A, read text 1; students as B, read text 2.

Text 1: An Announcement about Concert Cancellation

Cancellation of JYJ Concert in Singapore

+ Write a Note

by Faith & D Entertainment on Monday, March 28, 2011 at 5:19am

Dear Fans and Media

This is an official announcement to inform everyone that we have just been notified by CJes Entertainment, the artiste agency of JYJ that they have decided to cancel JYJ World Tour Concert in Singapore which is scheduled on 23 April 2011 at Singapore Indoor Stadium.

It is with utmost regret that we have to accept this cancellation notice from the artiste agency at this point in time. We have submitted the final plans for stage, seating and ticketing for the agency's approval so as to proceed with the official announcement on ticket sale. These plans are in accordance with the regulations required by the authorities in Singapore and the budget allocated for the concert. It is most unfortunate that the plans are not approved by CJes and their decision is to cancel the concert. We respect the agency's decision and, with great regret, we are unable to change their mind but to accept this unforeseen circumstance that is beyond our control.

We understand the disappointment as well as the inconvenience caused due to the cancellation and we sincerely apologize – especially to the fans of JYJ.

The Management
Faith & D Entertainment

(Taken from <http://www.dbsknights.net/2011/03/info-faith-d-entertainment-announces.html>)

Text 2: An Announcement about McMaster Mini-Med School.



ANNOUNCEMENT

McMaster Mini-Med School

We hope that you enjoyed becoming a McMaster Mini-med student in 2008 and welcome you to become a student in 2009. The new seven week term will begin Tuesday, March 3, 2009 with classes following on March 10, March 17, March 24, March 31, April 7, and April 14, 2009.

Registration will occur on a first-come basis. As the response for the previous years was tremendous, it is advised to register as soon as possible. After all the student spots are full, all others will be placed on a waiting list and will be contacted as spots become available.

With registration fees participants receive:

- A reserved spot in the McMaster Mini-Med School Class 2009
- An 'official' Mini-Med School tote bag
- An "official" Mini-Med School Clipboard and Pen
- An 'official' Mini-Med School Stadium blanket
- An "official" Mini-Med School travel book light
- A McMaster Mini-Med School Certificate of Attendance that will be presented on the last day of classes

For a list of speakers and further information including registration and fees, please go to the following website:

<http://www.medportal.ca/minimed/index.html>

Or register online by visiting

www.fhs.mcmaster.ca/conted

(Taken from <http://www.docstoc.com/docs/4661848/ANNOUNCEMENT>
McMaster Mini Med School McMaster Mini Med School)

Task 2:

After reading the text, in the chart below, identify the main ideas of the paragraphs, and then write the most important details in your own words.

Text 1

Paragraph	Main Idea	Details
1	The Faith & D Entertainment Management announces the cancellation of the concert.	<ul style="list-style-type: none">- The management has just been notified by CJes Entertainment, the artiste agency of JYJ.- CJes Entertainment has decided to cancel JYJ World Tour Concert in Singapore.- The concert is scheduled on 23 April 2011.- The concert is held at Singapore Indoor Stadium.
2		
3		

Text 2

Paragraph	Main Idea	Details
1	The McMaster Mini-Med School announces the commencement of the 2009 program.	<ul style="list-style-type: none">- The school welcomes the 2009 students.- The term lasts for seven weeks.- The term begins Tuesday, March 3, 2009.
2		
3		
4		

Task 3:

Work in pairs. If you have read Text 1, refer to Questions II; if you have read Text 2, refer to Questions I. Read the questions for your partner to answer.

COMPREHENSION QUESTIONS I

Answer the following questions briefly.

1. Who wrote the announcement?
2. When was the announcement released?
3. Who is the announcement for?
4. What is the announcement about?
5. When and where will actually the concert be held?
6. What has the Faith & D Entertainment Management submitted to CJes Entertainment?
7. Has there been an announcement regarding ticket sale? Why do you think so?
8. What did Faith & D Entertainment write in the last paragraph?

COMPREHENSION QUESTIONS II

Answer the following questions briefly.

1. Who wrote the announcement?
2. Who is the announcement for?
3. What is the announcement about?
4. How long does the term last?
5. How does the registration occur? What does that mean?
7. What will the school do to the other applicants when all the student spots are full?
8. What do the participants receive?

E VOCABULARY EXERCISE

Complete the following sentences using the words in the box.

proceed unforeseen a first-come basis
tremendous registration fee reserved
cancel stadium approval
in accordance with

1. This annual international conference is usually attended by many participants from various countries; therefore, the committee applies the registration on _____.
2. This restaurant is full. We cannot get any seat as all the tables have been _____.
3. Before arranging the examination date for their final project, the students have to get their supervisors' _____.
4. This afternoon the football match between INDONESIA and VIETNAM is held at Gelora Bung Karno _____.
5. The seminar participants will get a special rate for the _____ if they can pay it one month before the due date.
6. The headmaster has to _____ some school programs due to the changes of funding policies by the newly-appointed mayor.
7. Even though her mid-semester project is due next month, Fahmida is planning to finish it today. She does this to minimize _____ circumstances.
8. The election committee works _____ the rules and regulations established by the government.
9. According to the announcement, passengers of Garuda Indonesia Flight Number GA 522 are to _____ to the waiting room.
10. The announcement about the trip to Borobudur Temple has received _____ response.

F ► TEXT STRUCTURE

THINK-PAIR-SHARE

Task 1:

Individually, complete the following chart to find out the structure of the announcement above, depending on which announcement you have read.

Parts of the Announcement	Purposes	Details
Opening		
Contents		
Closing		

Task 2:

Work in pairs (Students A and B) discussing and comparing the text structure you have identified, and then share this with the class.

G ► GRAMMAR REVIEW

Forming *Nouns* from *Verbs*

Task 1:

Study the following pairs of sentences to identify how the words printed in italics are related.

Examples:

- a. We need to *register* soon.
b. The *registration* is on a first-come basis.

2. a. CJes Entertainment has decided to *cancel* the concert.
b. The *cancellation* of the concert is announced by Faith & D Entertainment Management.
3. a. He is trying to *deny* the evidence that the police have presented.
b. His *denial* appears very ridiculous.
4. a. CJes did not approve the concert plans by Faith & D Entertainment Management.
b. It was unfortunate that the *approval* from the artiste agency was not granted.

Task 2:

Complete the sentences with the correct forms of the verbs in italics.

1. They are going to *reserve* a room in a local hotel. The _____ can be done through email.
2. The artiste agency has to *decide* on the concert cancellation. The agency's _____ has to be respected.
3. Dany was permitted by his father to *try* a new car. The _____ period lasted for a week.
4. The internet *connects* people around the world easily. This school has a very excellent internet _____.
5. The beginning part of a story *orients* readers with the setting. The quality of this _____ usually determines whether readers would continue reading or not.
6. Joe wanted to *bury* the dead body of his pet Bonnie at the backyard. He hoped that this _____ would bring good memories.
7. The students are planning to *organize* a trip to the beach. The _____ is supervised by the vice headmaster for student affairs.
8. Riza hopes that his supervisor would *approve* his proposal. The _____, however, is subject to the revision he is doing at the moment.
9. The teacher will *divide* the class into two. The _____ is based on the _____ attendance list.
10. The students are being trained to *communicate* effectively in public. Public _____ is one of essential skills in this global era.

H SPEAKING

Imagine that you are the captain of your class. You just had a meeting with OSIS. During the meeting, you took the following notes. Use your notes to make an announcement to your classmates.

- Trip to Borobudur Temple
- 3 days 4 nights (departing on 27 October)
- Contribution: IDR 150,000 including transportation, meals, and hotel
- Confirmation by 20 October to the organizing committee either by email to OSIS@SMA-IC.com or sms to 0850502134

I WRITING

Task 1:

The following announcement about regional games is not written properly. Edit the announcement so that it makes sense.

ANNOUNCEMENT

To All Members of Riza's Club

Please be informed that Riza Regional Games 2013 will be on May 5 – 12, 2013 at Malang City.

Please pay your 2nd semester contributions on or before April 30, 2013.

All checks will be payed to the order of Rizas Club with account # 02051527.

Thank you for your attention.
Managemen of Riza's Club

Task 2:

Use the following questions to help you re-write the above announcement.

1. Where is the announcement from?
2. Who is the announcement for?
3. What is the announcement about?
4. When will the games be?
5. Where will the games be?
6. When do the members have to pay the contributions?
7. What is the number of the account to pay checks?

The announcement from The Management of Riza's Club informs _____

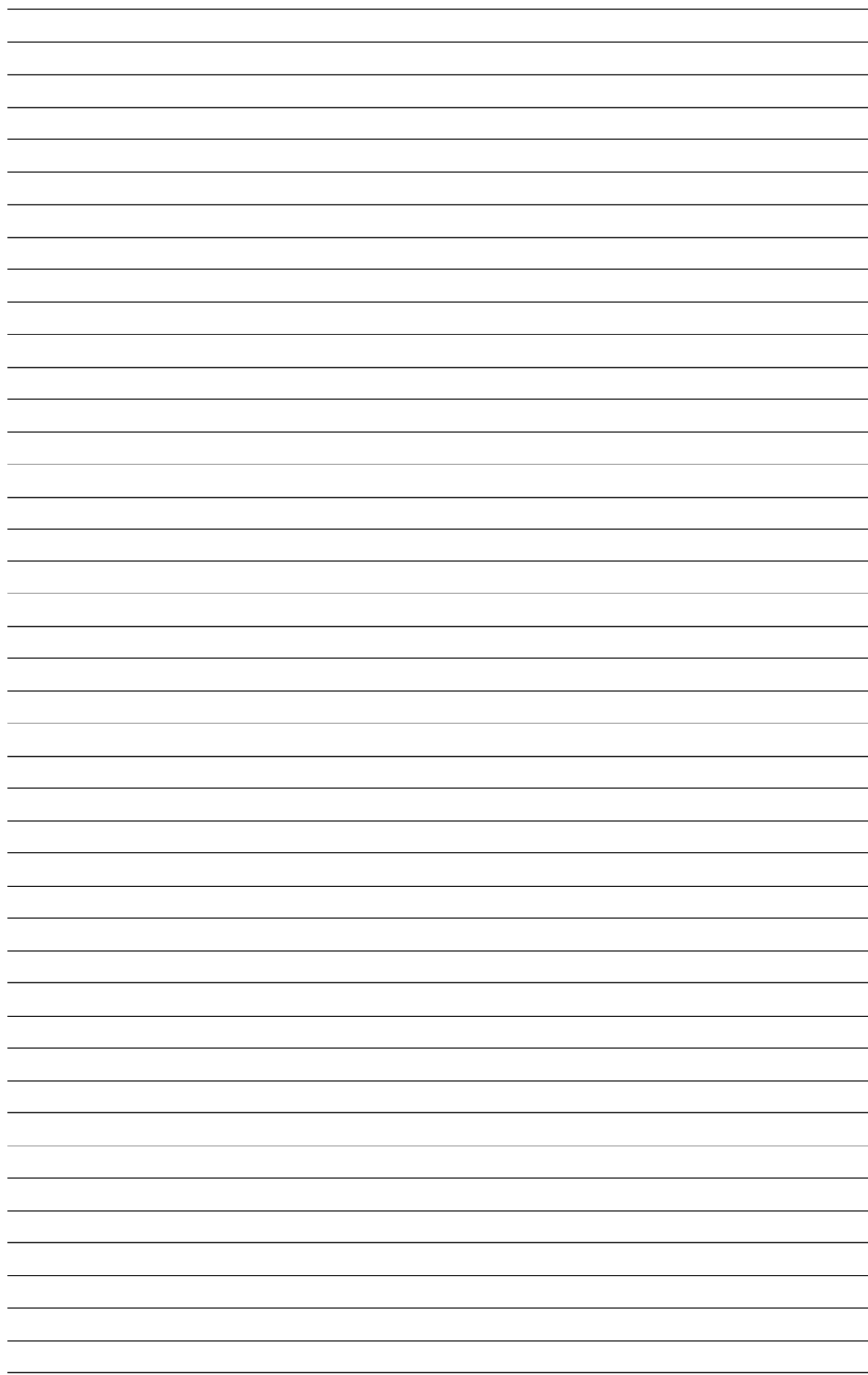
J

REFLECTION

At the end of this unit, ask yourself the following questions to know how effective your learning process is.

1. Do you know how to announce a piece of information orally?
2. Do you know how to write an announcement?
3. Does an announcement have to contain information?

If your answer is 'no' to any one of these questions, see your teacher and discuss with him/her on how to make an announcement.



A large rectangular area with rounded corners, containing numerous horizontal lines for writing, set against a light gray background.

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CURRICULUM VITAE



A. Retno Budiarty N, was born May 19, 1994 at Makassar. She is the last daughter of four siblings from Drs. Nazaruddin and Rosdiana. She is always called cat women, because she is really love cat. she was began her study from elementary school at SDN Layang 1 Makassar, and then Junior High School at SMPN 2 Segeri and when she was graduated from Junior High School, she was took Accounting as her major at Vocational High School 4, really different from her major now. She really loves to hang out with her friends. She began her teaching experience when she was deciding to join at social education community. Her social education communities are Aliansi Remaja Independen and Lentera Negeri. She was teaching poor children at slum in Makassar.

The Researcher

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